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ABSTRACT

In April 1987, a survey was conducted at Milwaukee Area Technical College (MATC) to provide students with the opportunity to evaluate the college's functions, services, and facilities, and to gather data to construct profiles of MATC day, evening, and weekend college students. Questionnaires were administered in class to 7,725 MATC students, including 3,010 day students, 4,110 evening students, and 605 weekend college students. Study findings included the following: (1) a majority (i.e., 56% day, 56% evening, and 62% weekend) of MATC students were women; (2) the median age of students had increased slightly in recent years to 25.8 for day students, 31.7 for evening students, and 32.8 for weekend students; (3) 38% of the day students, 39% of the evening students, and 51% of the weekend college students had dependent children; (4) 4.2% of the MATC students spoke an Asian language at home; and (5) the percentage of minority students had been gradually increasing. The evaluation items revealed that students were well pleased with their instructors, the courses they were taking, and their treatment by instructional and non-instructional personnel; and also rated instructional facilities, equipment, and services and facililties for the handicapped highly. Areas of concern included student lounges, registration procedures, athletic activities, recreational facilities, and child care services. Tables showing survey responses by campus and the survey instrument are included. (EJV)

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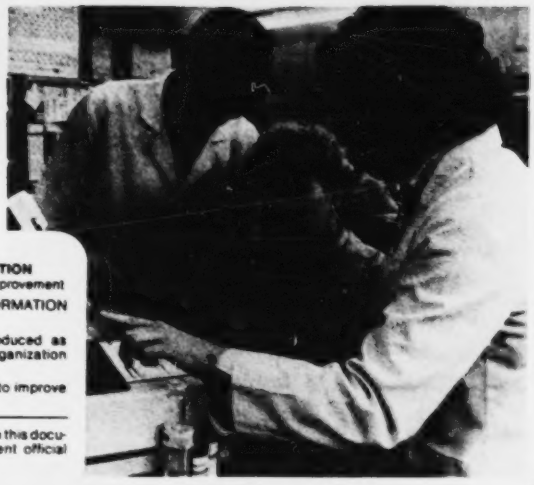
STUDENT SURVEY REPORT



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REPORT OF THE STUDENT EVALUATION

OF THE

MILWAUKEE AREA TECHNICAL COLLEGE

AUGUST 1987

Prepared by
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EXECUTIVE SUMMARY

A survey of 7,725 MATC students, including 3,010 Day, 4,110 Evening, and 605 Weekend College students, was conducted in April 1986. A random sample of this size with a school population of about 32,000 at the time of the survey should provide data with an accuracy of 1% at a confidence level of 99%.

Three different survey instruments were used (Appendix A). The Day School questionnaire consisted of 20 information items and 32 evaluation items. The Evening and Weekend College questionnaire consisted of 20 information items and 15 evaluation items that were also a part of the Day questionnaire. The original questionnaire was developed in 1972 and is reviewed and revised each year.

Detailed data and analyses of information and evaluation items are included in the body of this report. Some highlights of the information and evaluation data results of the survey are as follows:

Demographic and Information Items

1. A majority of MATC students (56% Day, 56% Evening, and 62% Weekend College) are women and their percentage of total enrollment has been increasing.

2. The median age of students has increased slightly in recent years and in 1987 was 25.8 for Day students, 31.7 for Evening students, and 32.8 for Weekend College students.

3. The number of students with dependent children continues to be high: Day 38%, Evening 39%, and Weekend College 51%.

4. The number of students interested in child care services continues to be high. The following percentages of respondents (42% Day, 31% Evening, and 37% Weekend College) indicated an interest in child care services at or near MATC at a cost to cover expenses.

5. A significant percentage of MATC students, 4.2% of Day students, speak an Asian language at home. The 4.7% of Asian students in the Day school is second only to Blacks who made up 25.2% of the Day School respondents.

6. The percentage of minority students has been gradually increasing. In the 1987 survey, about 36% of Day, 15% of Evening, and 13% of Weekend College students were minorities. A majority of the minority students are enrolled at the Milwaukee Campus where about 45% of Day and 33% of Evening students are minorities. These percentages are consistent with actual enrollments and represent second semester enrollment as of April 1987.

7. A majority of MATC students do not receive educational financial aid. Of the respondents, 37% of Day, 11% of Evening, and 10% of Weekend College students were receiving financial aid. Only students enrolled in full-time Associate Degree or Vocational programs are eligible for financial aid when they are taking a minimum number of credits.

8. A relatively high percentage of students consider themselves to be physically handicapped: Day 6%, Evening 4.5%, and Weekend College 5%.

9. A majority of women (about 92%) and minorities (about 82%) indicated that they have not experienced discrimination at MATC. Males generally indicate more discrimination than females.

10. Most MATC students are not seeking a degree or diploma as their primary reason for attendance when they initially enroll. A degree or diploma may be the primary reason for attendance of a significant 35% to 40% of all students.

Evaluation Items

A summary of the 15 evaluation items that are included in both the Day and Evening/Weekend College questionnaires follows on the next page. The overall evaluation by all students at all locations is positive as indicated on the summary table. Concerns are indicated by students at individual campuses which will be highlighted in this summary. Some highlights of the evaluative data are as follows:

1. Students are well pleased with their instructors, the courses they are taking, and the treatment by instructional and noninstructional personnel.

2. Although ratings of Day students and those at the Milwaukee Campus are good, evaluations of Evening and Weekend College students tend to be even better than Day students, and regional campus and evening center student evaluations tend to be better than Milwaukee Campus evaluations.

3. Convenient location, parking, and new well-maintained facilities at regional campuses are highly rated by students and may be an important reason for overall evaluations at regional campuses being higher than those at the Milwaukee Campus.

4. Instructional facilities, equipment, and services and facilities for the handicapped are highly rated by respondents.

5. Most MATC women students, about 75%, believe that educational opportunity and equal access to programs for women at MATC is Excellent or Good; less than 4% believe it is poor or terrible.

6. A majority (more than 50%) of minority students, in each case, Day/Evening, male or female, gave a rating of Good or Excellent for opportunity and access to educational programs for minority students. About 7% of minority students (119 of 1,618) indicated opportunity for minority students was poor or terrible.

7. Areas of concern for Milwaukee Campus students were student lounges, registration procedures, bookstore (these three items should be improved with the new Student Services Building under construction and remodeling in the next year), and parking.

8. Areas of concern for students at the North Campus were athletic activities, housing services, recreation facilities, health services, transportation, and child care.

9. Areas of concern for students at the South Campus were child care, health services, athletic activities, and recreation facilities.

10. Areas of concern for students at the West Campus were child care, parking, recreation facilities, and athletic activities.

Rank Order of MATC Students' Evaluations (Day, Evening, and Weekend College) by District 1984, 1986, and 1987

Rank Order 1984	Rank Order 1986	Rank Order 1987	Survey Item	Mean Response 1984	Mean Response 1986	Mean Response 1987
			Excellent or Good - 1-11			
1	1	1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been .	3.21	3.22	3.28
3	2	2	The quality of teaching I have received at MATC has been	3.06	3.11	3.15
2	3	3	In terms of meeting my needs, the course I have taken at MATC have been	3.08	3.10	3.14
4	4	4	The availability and willingness of instructors to help students outside of class are	2.91	2.98	3.02
New	7	5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is		2.94	2.95
6	6	6	Services and facilities for the handicapped at MATC are	2.88	2.95	2.94
5	5	7	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.88	2.95	2.92
7	9	8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.80	2.86	2.92
New	8	9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is		2.88	2.90
8	10	10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.76	2.86	2.88
9	11	11	Public transportation services to MATC's facilities are	2.60	2.68	2.65
			OK - 12-14			
13	13	12	The registration procedures at MATC are	2.32	2.41	2.48
14	12	13	The food services offered at MATC are ..	2.46	2.46	2.45
15	14	14	The services provided by the Bookstore at MATC are	2.22	2.34	2.40
			OK But Needs Improvement - 15			
12	15	15	The availability of parking at or near MATC is	2.36	2.25	2.08

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REPORT OF THE STUDENT EVALUATION
OF THE
MILWAUKEE AREA TECHNICAL COLLEGE
SPRING 1987

INTRODUCTION

As part of the continuous evaluation and planning process of the Milwaukee Area Technical College, a sample of students from throughout the District was surveyed in April 1987. The purpose of the survey was to provide these students with the opportunity of evaluating the functions, services, and facilities of the District and to provide data to construct a profile of the MATC students. A total of 7,725 students from Day, Evening, and Weekend College centers of the District provided usable responses to the survey. This Report is a summary of these responses, while the complete computer-generated results are available in the MATC Department of Research, Planning, and Development.

Survey Instruments

The survey instruments (see Appendix A) were developed with the aid of recommendations from personnel of all divisions of the Milwaukee Area Technical College. It consists of 20 information items concerning the personal characteristics of the students and 33 evaluation items covering a broad range of functions, services, and facilities of the District for Day students and 15 for Evening and Weekend College. A multiple-choice format was selected so that the survey could be completed in a relatively short period of time and so that responses could be easily recorded on mark-sensitive sheets and electronically tabulated.

The survey was administered to the sample of students by faculty members during regularly scheduled classes.

The scheme developed to provide responses from a cross-section of Day and Evening students of the District and to eliminate duplication was as follows:

	Day/Evening/Weekend College, Location	Sample Surveyed
	Day	
Sample	All Locations	Students having a Wednesday third period class.
	Evening	
Sample	Germantown Center Greenfield Center Horace Mann Center Oak Creek Center Port Washington Center South Milwaukee Center Wright Center	All students having a Tuesday evening class.

	Day/Evening/Weekend College, Location	Sample Surveyed
	Evening (Continued)	
Sample	Milwaukee Campus North Campus Center Brown Deer Center Nicolet Center Shorewood Center Whitefish Bay Center South Campus Center Franklin Center Greendale Center West Campus Center Nathan Hale Center Wauwatosa Center Whitnall Center	All students having a Monday evening class.
	Weekend College	
Sample	South Campus Center North Campus Center West Campus Center	All students having a Saturday class.

It was necessary to conduct the survey at the evening centers on two evenings, since there is no one night on which all centers offer classes.

Tables 1 and 2 indicate the number of respondents to the survey by Location and Student Division.

Based on the enrollment statistics at the time of the survey, Table 1 also indicates the proportion of students surveyed within each region.

RESPONDENTS

As shown in Table 1, there were 4,110 Evening students (53% of sample and 25% of total Evening enrollment), 3,010 Day students (39% of sample and 19% of Day enrollment), and 605 Weekend College students (8% of sample and 52% of Weekend College enrollment) in the total of 7,725 respondents (23% of total Day, Evening, and Weekend College enrollment).

As shown in Table 2, Associate Degree students made up the largest number of respondents 3,443 or 44.6% of the total. About 50% of Day, 57% of Weekend College, and 39% of Evening students are in Associate Degree programs; Vocational 18.1% (1,395) and Adult General Education 14.1% (1,088) are the two other student divisions that represent more than 10% of the respondents.

TABLE 1
NUMBER OF RESPONDENTS BY LOCATION

Region	Day	Evening	Weekend	Total
CENTRAL REGION				
Milwaukee Campus	2,094	1,278		3,372
Central Region Total	2,094	1,278		3,372
% of Regional Enrollment*	20%	22%		21%
NORTH REGION				
North Campus Center	160	311	157	628
Brown Deer Center	0	138	0	138
Germantown Center	0	14	0	14
Nicolet Center	0	68	0	68
North Shore Center	60	0	0	60
Port Washington Center	0	49	0	49
Shorewood Center	0	196	0	196
Whitefish Bay	0	47	0	47
North Region Total	220	823	157	1,200
% of Regional Enrollment*	13%	24%	57%	22%
SOUTH REGION				
South Campus Center	412	587	159	1,158
Franklin Center	0	71	0	71
Greendale Center	0	75	0	75
Oak Creek Center	0	62	0	62
South Milwaukee Center	0	87	0	87
South Region Total	412	882	159	1,453
% of Regional Enrollment*	19%	25%	47%	24%
WEST REGION				
West Campus Center	259	353	289	901
Greenfield Center	0	119	0	119
Nathan Hale Center	0	131	0	131
Horace Mann Center	0	68	0	68
Wauwatosa Center	25	152	0	177
Whitnall Center	0	168	0	168
Frank Lloyd Wright Center	0	136	0	136
West Region Total	284	1,127	289	1,700
% of Regional Enrollment*	14%	28%	53%	26%
DISTRICT TOTALS	3,010	4,110	605	7,725
% of Sample	39%	53%	8%	
% of District Enrollment*	19%	25%	52%	23%

*MATC Research, Planning, and Development; "Semester 2, 1986-87 Headcount Enrollment Analysis," June 1, 1987.

TABLE 2
SAMPLE BY TYPE OF CLASS

Division	Day		Evening		Weekend		Total	
	No.	%	No.	%	No.	%	No.	%
Adult High School	307	10.2%	380	9.2%	30	5.0%	717	9.3%
Apprentice	112	3.7%	96	2.3%	13	2.1%	221	2.9%
Associate Degree	1,506	50.0%	1,590	38.7%	347	57.4%	3,443	44.6%
High School Contract	55	1.8%	20	0.5%	5	0.8%	80	1.0%
Vocational	587	19.5%	675	16.4%	133	22.0%	1,395	18.1%
Adult General Education	301	10.0%	741	18.0%	46	7.6%	1,088	14.1%
JTPA	28	0.9%	11	0.3%	3	0.5%	42	0.5%
Avocational	76	2.5%	470	11.4%	11	1.8%	557	7.2%
Unknown	38	1.3%	127	3.1%	17	2.8%	182	2.4%
TOTAL	3,010	100.0%	4,110	100.0%	605	100.0%	7,725	100.0%

As shown in Table 2A, Business is the major area of study for 29.1% of MATC students. Two other areas have more than 10% of the respondents in the sample: General Education (Associate Degree and Adult) 14.4% and Technical 13.5%.

1987 STUDENT PROFILE AND CHANGES IN PROFILE FROM 1986 TO 1987

A profile of Day, Evening, and Weekend College respondents is shown in Table 3. Changes from 1986 to 1987 in Day, Evening, and Weekend College student profiles are as follows:

Sex — From 1986 to 1987, the percentage of females remained the same during the Day (56%), but increased in the Evening from 55% to 56% and the Weekend College from 60% to 62%.

Full-Time Part-Time — The percentage of full-time Day students decreased from 66% to 64% and Evening full-time decreased from 12% to 10% from 1986 to 1987.

Age — Median age increased for both Day and Evening students from 1986 to 1987, Day from 25.1 to 25.8 and Evening from 30.5 to 31.7. Age differs significantly when time of attendance is considered; 47% of the Day students who responded to the survey are under 25, while only 22% of the Evening students are less than that age. Weekend College median age was the highest at 32.8.

Marital Status — There was little change in the marital status of Day and Evening respondents from 1986 to 1987. However, the percentage of Day students who were married, 24%, is much smaller than the 48% of Evening students who were married, and the percentage of married Weekend College students is the highest at 54%.

Median Income — Median annual family income in 1987 was $10,866 for Day students and $24,595 for Evening students. Median income for Weekend College students was $25,181. A change in wording of this question from previous years has resulted in a better estimate of family income. Previous income studies cannot be compared to 1987 results.

Dependent Children — A high percentage of Day, Evening, and Weekend College students 38%, 39%, and 51% respectively have dependent children. This is similar to 1986 results.

Child Care Services — More than 35% of all Day, Evening, and Weekend College students indicated an interest in child care services at or near MATC with fees based upon costs, which was slightly higher than 1986.

Financial Aid — About three times as many Day students, 37%, receive financial aid than Evening, 11%, or Weekend College students, 10%.

TABLE 2A
DIVISION OF MAJOR AREA OF STUDY OF RESPONDENTS

Division	Day		Evening		Weekend		Total	
	No.	%	No.	%	No.	%	No.	%
Agribusiness	31	1.0%	44	1.1%	6	1.0%	81	1.0%
Business	651	21.6%	1341	32.6%	253	41.8%	2,245	29.1%
General Education	461	15.3%	610	14.8%	45	7.4%	1,116	14.4%
Graphic Arts	176	5.8%	215	5.2%	19	3.1%	410	5.3%
Health	437	14.5%	251	6.1%	26	4.3%	714	9.2%
Home Economics	268	8.9%	377	9.2%	68	11.2%	713	9.2%
Industrial	267	8.9%	413	10.0%	61	10.1%	741	9.6%
Service	269	8.9%	210	5.1%	19	3.1%	498	6.4%
Technical	413	13.7%	536	13.0%	95	15.7%	1,044	13.5%
Television	17	0.6%	11	0.3%	0	0.0%	28	0.4%
Unknown	20	0.7%	102	2.5%	13	2.1%	135	1.7%
TOTAL	3,010	100.0%	4,110	100.0%	605	100.0%	7,725	100.0%

TABLE 3
PROFILE OF RESPONDENTS DISTRICTWIDE - 1987

Characteristics	Day	Evening	Weekend
Sex - Female	56%	56%	62%
Full-Time Student	64%	10%	--
Median Age	25.8	31.7	32.8
Married	24%	48%	54%
Median Income	$10,866	$24,595	$25,181
Have Dependent Children	38%	39%	51%
Interested in Child Care Services	42%	31%	37%
Receive Financial Aid	37%	11%	10%
Less than High School Diploma or GED	12%	6%	4%
Bachelor or Graduate Degree	3%	16%	10%
Language Spoken at Home - English	92.5%	96.0%	96.7%
- Asian	4.2%	1.8%	1.5%
- Spanish	1.5%	.85%	1.3%
- European	.9%	.9%	.3%
- African	.7%	.2%	.0%
Reasons for Attending MATC			
Earn an Associate Degree	36%	25%	32%
Acquire Skills for a New Job	18%	17%	20%
Earn a Vocational Certificate or Diploma	11%	2%	2%
Personal Fulfillment or Enjoyment	7%	25%	11%
Earn Credits for Transfer	7%	6%	9%
Fulfill Apprenticeship Requirements	2%	1%	.8%
Improve Present Job Skill	5%	15%	20%
Earn a High School Diploma	6%	3%	1%
Acquire Basic Education Skills	4%	3%	2%
Prepare for the GED Exam	4%	1%	2%
Unknown	.4%	.5%	.5%
Ethnic Background			
Asian or Pacific Islander	4.7%	2.1%	1.8%
American Indian or Alaskan Native	1.5%	.8%	.8%
Black	25.2%	8.7%	6.8%
Hispanic	3.6%	2.4%	3.3%
White	64.2%	85.0%	86.5%
Unknown	.6%	.9%	.8%
Consider Self Handicapped	6%	4.5%	5%
Employed - More than 34 Hours	12%	62%	65%
- 20-34 Hours	22%	11%	13%
- Less than 20 Hours	21%	7%	7%
- Unemployed	44%	19%	15%
Rely on Public Transportation to MATC	28%	6%	4%

Previous Education

There was little change in previous education of Day and Evening respondents from 1986 to 1987. The percentage of Day students with less than a high school diploma or GED increased from 11% to 12% and the percentage of Evening students decreased from 7% to 6%. The percentage of Day students with bachelor or graduate degrees remains at 3% and the percentage of Evening students increased from 14% to 16%. Only 4% of Weekend College students had less than high school diploma or GED and 10% had college degrees.

Language Spoken at Home

A total of 4.2% of Day students spoke Asian (Laotian, Humong, Vietnamese, or other Asian) at home which is almost three times as many as spoke Spanish (1.5%). Asian was the most frequently spoken language of Evening (1.8%) and Weekend College (1.5%) students other than English.

Reasons for Attending MATC

Reasons for attending MATC did nct change greatly from 1986 to 1987. Only two reasons showed a change of more than 2% Day, Evening, or Weekend from 1986 to 1987. Acquire Skills for a New Job increased from 15% to 20% for Weekend College students and Personal Fulfillment or Enjoyment decreased from 19% to 11% for Weekend College Students. Earn an Associate Degree was the major reason for Day (36%), Evening, (25%), and Weekend College (32%) students attending MATC.

Ethnic Background

The percentage of minority students in Day increased from 33% to 35% and Evening decreased from 18% to 14%. Asians have the second largest percentage of minority students in Day with 4.7%. Blacks, with 25.2% Day, 8.7% Evening, and 6.8% Weekend College, are the largest minority group. These percentages are for the second semester as of April 1987.

Handicapped

The percentage of Day students who considered themselves handicapped decreased from 7% to 6% while the Evening percentage increased from 4% to 4.5%. A total of 5% of Weekend College students considered themselves handicapped.

Employment

The percentage of respondents employed more than 34 hours per week decreased in the Day from 15% to 12% and remained the same in the Evening, 62%. Day school unemployed increased from 41% to 44% and Evening students from 18% to 19%. Sixty-five percent (65%) of Weekend College students were employed full time and 15% were unemployed.

Transportation

The percentage of Day and Evening respondents relying on public transportation to MATC 1986 to 1987 increased in the Day from 26% to 28% and decreased in the Evening from 8% to 6%. Only 4% of Weekend College students used public transportation.

Differences in Profile of Evening Students by Location

This discussion accents differences among the characteristics of Evening students who responded to the survey at the Milwaukee Campus and the North, South, and West Campus Centers of the Milwaukee Area Technical College as shown in Table 4.

TABLE 4
PROFILE OF RESPONDENTS BY CAMPUS

Characteristics	North Campus			South Campus			West Campus			Milwaukee Campus	
	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening
Sex - Female	59%	52%	69%	34%	48%	36%	61%	63%	73%	58%	49%
Full-Time Student	64%	8%	--	72%	10%	--	54%	5%	--	66%	20%
Median Age	24.9	30.9	33.4	25.3	30.2	31.8	29.2	33.3	33.3	25.3	29.0
Married	33%	54%	52%	32%	51%	55%	36%	56%	54%	20%	34%
Median Income	$25,833	$28,642	$28,571	$17,083	$25,571	$24,473	$11,195	$23,750	$23,984	$ 9,399	$19,838
Have Dependent Children	22%	40%	52%	36%	39%	46%	40%	43%	52%	40%	38%
Interested in Child Care Services	40%	30%	34%	37%	33%	36%	43%	29%	40%	44%	40%
Receive Financial Aid	22%	9%	9%	30%	10%	11%	33%	8%	10%	41%	20%
Less than High School Diploma	2%	5%	1%	6%	5%	4%	10%	9%	4%	14%	10%
Bachelor or Graduate Degree	11%	13%	10%	3%	9%	12%	3%	13%	10%	2%	9%
Language Spoken at Home - English	99.0%	99.0%	98.1%	91.5%	98.5%	96.3%	89.2%	96.0%	96.5%	92.6%	93.9%
- Asian	0%	.6%	.6%	4.1%	.5%	1.9%	9.3%	1.7%	1.4%	4.0%	2.7%
- Spanish	0%	0%	1.3%	1.7%	0%	.6%	.8%	1.1%	1.8%	1.6%	1.7%
- European	0%	.3%	0%	1.9%	.7%	.6%	0%	.9%	.3%	.9%	.7%
- African	.6%	0%	0%	.7%	.2%	0%	.4%	0%	0%	.8%	.5%
Reasons for Attending MATC:											
Earn an Associate Degree	51%	37%	42%	29%	30%	25%	29%	24%	31%	38%	33%
Acquire Skills for a New Job	14%	19%	17%	31%	22%	25%	18%	16%	19%	16%	15%
Earn a Voc. Certificate or Diploma	.6%	2%	1.3%	15%	2%	1%	18%	2%	3%	10%	3%
Personal Fulfillment or Enjoyment	14%	8%	6%	9%	17%	14%	13%	33%	13%	4%	9%
Earn Credits for Transfer	6%	4%	10%	4%	7%	8%	10%	3%	9%	7%	9%
Fulfill Apprenticeship Requirements	.6%	0%	3%	5%	.3%	.6%	4%	.9%	0%	2%	3%
Improve Present Job Skill	4%	23%	18%	6%	16%	20%	5%	15%	20%	4%	14%
Earn a High School Diploma	.6%	.6%	.6%	.5%	1%	0%	1%	1%	1%	9%	9%
Acquire Basic Education Skills	2%	2%	.6%	2%	3%	3%	.4%	4%	1%	4%	3%
Prepare for the GED Exam	.6%	5%	.6%	1%	1%	3%	2%	2%	2%	5%	2%
Unknown	1%	0%	.6%	0%	.3%	0%	.8%	.6%	.7%	4%	.6%

TABLE 4 (Continued)
PROFILE OF RESPONDENTS BY CAMPUS

Characteristics	North Campus			South Campus			West Campus			Milwaukee Campus	
	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening
Ethnic Background:											
Asian or Pacific Islander	.6%	1.3%	.6%	4.9%	1.0%	3.1%	10%	2%	1.4%	4.4%	2.7%
American Indian or Alaskan Native	0%	1.0%	.6%	.7%	.5%	.6%	1.5%	1.4%	1.0%	1.8%	1.2%
Black	3.8%	3.9%	9.6%	4.1%	1.4%	5.0%	9.3%	.6%	5.9%	33.7%	23.3%
Hispanic	1.3%	1.6%	1.3%	2.9%	.3%	2.5%	1.9%	3.1%	4.9%	4.2%	4.4%
White	94.4%	91.6%	87.3%	86.2%	95.9%	87.4%	77.6%	92.6%	86.0%	55.2%	67.4%
Unknown	0%	.6%	.6%	1.27%	.9%	1.3%	0%	.3%	.7%	.7%	1.1%
Consider Self Handicapped	6%	3%	3%	8%	3%	6%	8%	6%	6%	6%	6%
Employed - More than 34 Hours	11%	77%	69%	18%	69%	67%	12%	59%	61%	12%	58%
- 20-34 Hours	36%	9%	15%	25%	10%	11%	21%	12%	13%	21%	11%
- Less than 20 Hours	24%	5%	5%	20%	5%	7%	14%	4%	8%	22%	9%
- Unemployed	29%	9%	10%	36%	16%	16%	51%	25%	17%	45%	21%
Rely on Public Transportation to MATC	0%	0%	.6%	5%	.7%	3%	12%	3%	6%	37%	18%

Sex	The male/female mix of Evening students varies greatly at campuses as follows: North 48%/52%, West 37%/63%, South 52%/48%, Milwaukee 51%/49% - a majority of female students at North and West but a majority of men at the Milwaukee and South Campuses.
Full-Time Part-Time	Evening students at all campuses are primarily part time. Full-time students (12 or more credits) represented 20% of students at the Milwaukee Campus, 10% at South, 8% at North, and 5% at West.
Age	Median age of Evening students ranges from 33.3 years at the West to 30.9 North, 30.2 South, and 29.0 at the Milwaukee Campus.
Marital Status	One-half or more of Evening students are married at North (54%), West (56%), and South (51%) while 34% are married at the Milwaukee Campus.
Median Income	Median family income levels of Evening respondents varies significantly throughout the District. Respondents at the Milwaukee Campus reported incomes with a median of $19,838 compared to $23,750 in the West, $25,571 in the South, and $28,642 in the North.
Dependent Children	Percentages of Evening students with dependent children are similar: North 40%, Milwaukee 38%, West 43%, and South 39%.
Child Care Services	Percentage of Evening students interested in child care services at or near MATC at fees based on costs ranged from Milwaukee 40% to South 33%, North 30%, and West 29%.
Financial Aid	Evening students receiving financial aid ranged from Milwaukee 20% to South 10%, North 9%, and West 8%.
Educational Background	The educational background of Evening students is generally better than Day students at all campuses.
Previous Education	The proportion of Evening respondents with less than a high school diploma is highest at the Milwaukee Campus, 10%. The proportion with less than a high school diploma is 5% at the North, 9% at the West, and 5% at the South Campus Centers. The proportion of Evening students with a four-year degree or more is highest at the North and West Campus Centers where 13% of the respondents to the survey possess at least a Bachelor's Degree. At the Milwaukee and South Campuses, this level of educational achievement has been attained by 9% of the respondents to the survey.
Language Spoken at Home	Evening students speaking a language other than English at home total 5.6% at the Milwaukee Campus, 1.4% South, 3.7% West and .9% North.

Educational Objectives	Differences between campuses have been decreasing but Milwaukee Campus Evening students still differ in that more are seeking an Associate Degree (33%) and the North has the fewest attending for personal fulfillment (8%). The West has the highest percentage of students attending for personal fulfillment (33%) and the lowest for an Associate Degree (24%).
Ethnic Background	According to the survey's respondents, the ethnic minority Evening students of the District attend classes primarily at the Milwaukee Campus. At this campus, about 32% of the respondents identified themselves as ethnic minorities. More specifically, Blacks accounted for 23.3% of the total; Hispanics, 4.4%; Asians, 2.7%; and American Indians, 1.2%. At the regional campus centers, the proportion of Whites ranges from 95.9% South to 92.6% West, and 91.6% North.
Handicapped	Three percent (3%) of Evening students consider themselves handicapped at the North and South Campuses; 6% at the West and Milwaukee Campuses.
Employment	A majority of Evening students at the North (77%), South (69%), West (59%), and Milwaukee (58%) Campuses work full time.
Transportation	Use of public transportation is 18% at Milwaukee, 3% at West, and .7% at South.

Differences in Profile of Day Students by Location

Sex	Females are the majority at all campuses during the day except the South where industrial courses do not enroll large numbers of women. The percentage of females ranges from 61% at the West to North 59%, Milwaukee 58%, and South 34%.
Full-Time	The percentage of full-time students ranged from the South 72% to Milwaukee 66%, North 64%, and West 54%.
Age	The North Campus Day respondents exhibited the lowest median age, 24.9 years, compared to 25.3 years at the South and Milwaukee Campuses, and 29.2 years at the West Campus.
Marital Status	Thirty-six percent (36%) of the West Day respondents, 33% of the North, and 32% of those at the South are married, while at the Milwaukee Campus 20% of those responding have spouses.
Median Income	Total family income is considerably higher for the Day respondents at the regional campuses than for their Milwaukee Campus counterparts. Whereas median family income was $9,399 at the Milwaukee Campus, it was $17,083 at the South, $11,195 at the West, and $25,833 at the North Campus Centers.

Dependent Children	A total of 40% of Milwaukee and West Campus Day students had dependent children compared to 36% at the South and 22% at the North.
Child Care Services	Interest in child care services at or near MATC at fees based on cost was relatively high at all campuses ranging from Milwaukee 44% to West 43%, North 40%, and South 37%.
Financial Aid	Day students receiving financial aid ranged from Milwaukee 41% to West 33%, South 30%, and North 22%.
Previous Education	Fourteen percent (14%) of Day students at the Milwaukee Campus had less than a high school diploma as compared to 10% at the West, 6% at the South, and 2% at the North Campus Centers. The percentage of Day students with a Bachelor's Degree or advanced degree was the following: North 11%, South 3%, West 3%, and Milwaukee 2%.
Language Spoken at Home	A significant number of Day students speak a language at home other than English at the West, South, and Milwaukee Campuses. About 10% of West Campus students speak a foreign language (9.3% an Asian language), 8% at the South (4.1% Asian), and 7% at the Milwaukee Campus (4.0% Asian).
Educational Objectives	An Associate Degree or a Vocational Certificate or Diploma was the major motivator for Day students at all of the campuses. Fifty-two percent (52%) of the North Campus Center Day students identified one of these as their primary attendance objective while at the Milwaukee, West, and South, the comparable proportions were 48%, 47%, and 44%, respectively. The broadest differences in motivation were evident for the "personal fulfillment or enjoyment" motive, which was cited by just 4% of the Milwaukee Campus respondents compared to 14% of the North, 13% of the West, and 9% of the South Campus Center students.
Ethnic Background	According to the survey, at least 44% of the Milwaukee Day students are representative of an ethnic minority group. A total of 55.2% of respondents identified themselves as "White," while the ethnic background of .7% of those surveyed is unknown. Blacks constituted the largest proportion of the minority Milwaukee Day respondents with 33.7% of the total identifying themselves with this race. Hispanics, American Indians, and Asians or Pacific Islanders accounted for 4.2%, 1.8%, and 4.4%, respectively, of the Day total at the Milwaukee Campus. In contrast, the White Day respondents at the North, South, and West Campus Centers represented 94.4%, 86.2%, and 77.6% of their respective totals. The largest minority percentage at a regional campus center is the proportion of Asian or Pacific Islander responding at the West Campus Center, 10%.

Handicapped The West and South Campus Centers have the highest percentage of individuals who consider themselves handicapped, 8%, as compared to 6% at North and Milwaukee Campuses. This is the first time a regional campus has shown a higher percentage of handicapped than Milwaukee. The number of handicapped students at the Milwaukee Campus exceeds the total at regional campuses.

Employment Unemployed students ranged from 51% at West to Milwaukee 45%, South 36%, and North 29%.

Transportation The percentage of Day students using public transportation ranges from 37% at Milwaukee to 12% West, 5% South, and 0% North.

Influences and Reasons to Attend MATC

As shown in Table 5, the greatest influence overall for students to attend MATC was class schedule or other mailed material. This ranked number one with Evening (50.1%) and Weekend College (50.1%) students and second (20.4%) with Day students. Parent or relative had the most influence on Day students (23.2%) attending MATC.

As shown in Table 6, "program" (42.5%) was the number one reason for Day students attending MATC, and "courses" 41.6% for Evening and 35.0% for Weekend College students. Overall, "courses" was the best reason for attending MATC, "program" was second, and "cost" was third.

TABLE 5

QUESTION 16 - Which one of the following MOST influenced you to attend MATC?

Overall Rank		District Day	District Evening	District Weekend
1	Class Schedule or Other Material Mailed to You	20.4%	50.1%	50.1%
2	Parent or Other Relative	23.2%	10.2%	9.4%
3	Current or Former MATC Student	16.7%	12.6%	12.6%
4	Employer	5.9%	11.4%	14.7%
5	Radio, TV, Billboard, or Newspaper Publicity	8.3%	6.0%	5.5%
6	Social Agency Counselor	8.6%	2.0%	2.2%
7	High School Counselor	5.8%	2.6%	1.3%
8	High School Teacher	3.4%	1.1%	.8%
9	MATC Representative at Your High School	2.1%	.6%	.5%
10	MATC Mobile Information Center at a Public Event	1.2%	.8%	.7%
	Unknown	3.8%	2.7%	2.3%

TABLE 6

QUESTION 12 - Which of the following best describes your reason for attending MATC?

Overall Rank		District Rank	District Day	District Rank	District Evening	District Rank	District Weekend
1	Courses	2	21.6%	1	41.6%	1	35.0%
2	Program	1	42.5%	2	20.1%	3	18.4%
3	Cost	3	17.7%	3	16.7%	2	22.0%
4	Convenient Location	4	9.0%	4	13.3%	4	12.1%
5	Convenient Time	6	3.6%	5	4.7%	5	10.4%
6	Reputation	5	4.8%	6	3.2%	6	1.5%
	Unknown		.7%		.5%		.7%

STUDENTS' EVALUATIONS

Items 21 through 53 of the Day survey and items 21 to 35 of the Evening and Weekend College survey allowed respondents to evaluate a broad range of functions, services, and facilities of the Milwaukee Area Technical College. The students were asked to choose one of the following seven responses regarding the subject of each survey item:

1. Excellent
2. Good
3. OK
4. Poor
5. Terrible
6. Of no concern to me
7. I cannot evaluate this

Of concern in developing the scheme for a summary report of responses was the realization that the "omits" and choices 6 and 7, above, would dilute the results of those respondents who chose to rate an item; i.e., selected either "Excellent," "Good," "OK," "Poor," or "Terrible."

Accordingly, a simple tabulation and percent-of-total was deemed unsatisfactory for summarizing the selection of these five responses, although it seemed the most appropriate for reporting the "omits" and the "of no concern to me" and "I cannot evaluate this" responses. The five evaluative choices were assigned the following numerical values to facilitate summarizations:

Excellent	-	4
Good	-	3
OK	-	2
Poor	-	1
Terrible	-	0

For each item of the survey, an arithmetic mean was calculated based on both the frequency and the numeric value of the evaluative responses to the item. The magnitude of the mean response thus serves as an indicator of the students' satisfaction or dissatisfaction with the aspect of the District being evaluated. Evaluation Data A, B, and C (pages 24-70) provides for many subgroups, rank-ordered lists of the items as determined by the value of the mean response.

Ratings have been placed on all items for each group - Day, Evening, Weekend College, Location, Ethnic Origin, and Handicapped - as follows:

Excellent or Good Items - Mean 2.51 or above and more than 50% of students rating have rated item excellent or good.

OK - Mean 2.20 to 2.50.

OK But May Need Some Improvement - Mean 2.00 to 2.19.

Poor - Mean 1.50 to 1.99.

Terrible - Mean below 1.50 and more than 25% rating item poor or terrible.

Districtwide

The following three items have consistently been rated excellent since 1972 and were the top three rated items in 1986 and 1987.

1. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...

	Day		Evening		Weekend	
	1986	1987	1986	1987	1986	1987
Ratings	n=3,324	n=3,010	n=4,123	n=4,110	n=422	n=605
Excellent	34.8%	38.1%	47.5%	49.9%	48.4%	48.0%
Good	42.4%	41.4%	40.3%	39.4%	38.7%	40.1%
OK	18.9%	17.0%	10.4%	8.7%	11.7%	10.0%
Poor	3.1%	2.3%	1.3%	1.5%	1.0%	1.7%
Terrible	.8%	1.2%	.6%	.5%	.3%	.2%

2. The quality of teaching I have received at MATC has been ...

	Day		Evening		Weekend	
Ratings	1986	1987	1986	1987	1986	1987
Excellent	31.8%	35.2%	34.9%	36.9%	40.1%	32.9%
Good	46.8%	45.9%	46.0%	46.2%	40.8%	48.5%
OK	18.1%	16.3%	16.5%	14.3%	16.4%	15.0%
Poor	2.9%	2.0%	2.0%	2.1%	2.4%	3.0%
Terrible	.3%	.7%	.6%	.5%	.3%	.5%

3. In terms of meeting my needs, the courses I have taken at MATC have been ...

	Day		Evening		Weekend	
Ratings	1986	1987	1986	1987	1986	1987
Excellent	29.3%	32.2%	32.7%	34.0%	39.1%	31.7%
Good	48.4%	49.5%	50.2%	50.6%	45.7%	51.2%
OK	19.9%	16.2%	15.5%	13.6%	14.3%	15.4%
Poor	1.9%	1.5%	1.3%	1.5%	1.0%	1.7%
Terrible	.6%	.5%	.4%	.3%	0%	0%

Ratings of Day and Evening students on these three items increased but Weekend College decreased.

One item was rated poor by Day students:

1. The availability of parking at or near MATC is ...
(89% - 1986 and 88% - 1987 of Day students rated this item)

		1986	1987
Day Ratings:	Excellent	14.5%	12.2%
	Good	24.6%	19.2%
	OK	24.8%	19.5%
	Poor	16.8%	19.7%
	Terrible	19.3%	28.9%

The poor Districtwide rating is primarily due to poor and terrible ratings at the Milwaukee Campus. This item also received a poor rating in 1986 but the rating decreased in 1987.

Subsample Differences

Day/Evening/Weekend College

There are 15 items that are common to the **Day**, Evening, and Weekend College surveys. The ratings of Day and Evening students are similar in that with few exceptions they rate the same items excellent or good. Eleven (11) of the 12 items rated excellent or good by Evening students were also rated excellent or good by Day students. However, Evening and Weekend College ratings tend to be higher than Day students. Weekend College students rated 14 of the 15 items excellent or good, only food service was rated OK.

There are four items that Day students indicate a need for some improvement that Evening and Weekend College students do not.

1. Availability of parking
2. Recreation facilities
3. Student lounge facilities
4. Child care services

Location - Milwaukee Campus and Regional Campus Centers

Day Respondents

There is considerable agreement among the Milwaukee, North, South, and West respondents as to the strengths of the District, Day, Evening, and Weekend College. The most notable difference concerning these responses is the higher degree of positiveness of the evaluations by regional campus students as shown in the following Day summary:

Number of Items Rated by Category and Range by Campus

Category		Milwaukee	North	South	West
Excellent or Good	#	16	18	20	25
	Range	(3.11-2.55)	(3.29-2.59)	(3.18-2.51)	(3.37-2.53)
OK	#	13	9	9	4
	Range	(2.50-2.20)	(2.50-2.30)	(2.48-2.26)	(2.48-2.23)
Ok but may need some improvement	#	2	1	2	1
	Range	(2.16-2.09)	(2.09)	(2.08-2.01)	(2.12)
Poor	#	1	4	2	3
	Range	(1.99)	(1.93-1.59)	(1.81-1.75)	(1.94-1.64)
Terrible	#	1	1	0	0
	Range	(1.15)	(1.29)		

Areas of concern by campus as indicated by the Day respondents are as follows:

	Milwaukee	North	South	West
OK but may need some improvement				
Registration Procedures	M			
Bookstore	M			
Parking				W
Athletic Activities			S	
Health Services			S	
Housing Aid		N		
Poor				
Student Lounges	M			
Recreation Facilities		N	S	W
Athletic Activities		N		W
Health Services		N		
Child Care		N	S	W
Terrible				
Housing Aid				W
Parking	M			
Transportation		N		

Evening Respondents

The evaluations of Evening students are more positive than Day students on the 15 items common to both surveys.

Number of Items Rated by Category and Mean Range by Campus

Category		Milwaukee	North	South	West
Excellent or Good	#	11	14	13	14
	Range	(3.14-2.68)	(3.30-2.65)	(3.36-2.66)	(3.42-2.52)
OK	#	2	0	2	1
	Range	(2.42-2.33)		(2.49-2.47)	(2.43)
OK but may need some improvement	#	1	0	0	0
	Range	(2.12)			
Poor	#	1	1	0	0
	Range	(1.72)	(1.87)		
Terrible	#	0	0	0	0

Areas of concern by campus as indicated by Evening respondents are as follows:

	Milwaukee	North	South	West
OK but may need some improvement				
Bookstore	M			
Poor				
Parking	M			
Transportation		N		

These were the same three concerns of Evening students in 1986.

Weekend College Respondents

Weekend College student evaluations were even more positive than Evening students. The range of mean responses was North 3.55 to 1.80 (13 items Excellent or Good; 1, OK; 1, Transportation, Poor), South 3.37 to 2.50 (14 items Excellent or Good; 1 item, Food Service, OK), West 3.42 to 2.43 (14 Excellent or Good; 1, Parking, OK).

Ethnic Background

Day Respondents

Evaluation responses by minorities were generally positive and similar to responses by Whites. A summary of mean responses by ethnic origin shows the following:

		Number of Items by Rating				
	Mean Range	Excellent or Good	OK	OK But Needs Improvement	Poor	Terrible
Asian	3.14-1.87	20	11	0	2	0
American Indian	3.11-1.30	17	10	4	1	1
Black	3.16-1.35	20	11	1	0	1
Hispanic	3.01-1.47	18	9	5	0	1
White	3.16-1.78	18	8	6	1	0

Areas of concern for minorities are the same as those indicated by Day students as a whole. A summary of items of concern by ethnic origin is as follows:

	Asian	Indian	Black	Hispanic	White
OK but may need some improvement					
Bookstore				H	W
Child Care	A	I	B	H	W
Student Senate		I			
Registration		I			W
Recreation Facilities					W
Job Placement				H	
Housing Aid				H	W
Student Lounge				H	W
Poor					
Parking	A				W
Athletic Activities	A				
Facility Cleanliness		I			
Housing Aid		I			
Terrible					
Parking		I	B	H	

White students gave more "OK but may need some improvement" ratings (6) than any other group. Indian students are the only subgroup (Day, Evening, Weekend College, Location, Ethnic Origin, Handicapped) that rated the Student Senate services and benefits or facility cleanliness as needing improvement. Blacks rated one item (child care) as needing improvement and one (parking) as terrible.

Evening Respondents

All Evening students by ethnic group gave more positive evaluations than Day students.

The only areas of concern by Evening minority students were the following:

Asian - Parking, OK but needs some improvement
Indian - Bookstore, OK but needs some improvemeont
Black - Parking - Poor
Hispanic - No concerns

Handicapped

A total of 183 Day and 183 Evening students identified themselves as handicapped. Handicapped student evaluations are mostly positive and are similar to those of nonhandicapped students and all other subgroups. Services and facilities for handicapped was rated "Good or Excellent" 2.70 by Day and 2.80 by Evening handicapped students.

Evening handicapped students rated 12 items Excellent or Good, 2 OK (Food Service and Bookstore), and 1 OK but may need some improvement (Parking).

Day handicapped students rated 15 items Excellent or Good, 13 OK,, 3 OK but may need some improvement (Student Lounge, Recreation Facilities, and Placement), and 2 Poor (Child Day Care and Parking).

Changes in Student Ratings from 1986 to 1987

Most Day and Evening ratings did not change greatly from 1986 to 1987, but there were many more changes of more than .1 from 1986 to 1987 than in previous years. For example, the following items changed in ratings by ±5% (± about .15) from 1986 to 1987 by location.

Items	Change 1986 to 1987	% Change
North Campus Center		
21 Courses - Day	3.05 to 3.22	+ 6%
27 Staff Treatment - Day	2.98 to 2.78	- 7%
32 Child Care Availability - Day	1.14 to 1.59	+39%
35 Counselors' Services - Day	2.13 to 2.32	+ 9%
38 Tutoring Services - Day	2.54 to 2.33	- 6%
45 Student Lounges - Day	2.13 to 2.61	+22%
51 Housing Aid - Day	1.60 to 2.09	+31%
53 Institutional Attitude Toward Minorities - Day	2.97 to 2.66	-10%
South Campus Center		
25 Availability of Instructors - Day	2.97 to 3.13	+ 5%
28 Security - Day	2.78 to 2.63	- 5%
29 Handicapped Services and Facilities - Evening	3.00 to 3.15	+ 5%
32 Child Care Availability - Day	2.01 to 1.81	-10%
34 Registration Procedures - Day	2.28 to 2.43	+ 6%
51 Housing Aid - Day	1.84 to 2.31	+25%
West Campus Center		
21 Courses - Evening	3.14 to 3.29	+ 5%
22 Quality of Teaching - Evening	3.12 to 3.29	+ 5%
32 Child Care Availability - Day	2.04 to 1.64	-20%
41 Student Health Services - Day	2.46 to 2.23	- 9%
43 Opportunities for Student Involvement - Day	2.84 to 2.64	- 7%
48 Athletic Activities - Day	2.38 to 1.94	-18%
51 Housing Aid - Day	1.51 to 2.32	+54%
Milwaukee Campus		
30 Availability of Parking - Day	1.60 to 1.15	-28%
30 Availability of Parking - Evening	1.93 to 1.72	-11%
34 Registration Procedures - Day	2.01 to 2.16	+ 7%
35 Counselors' Services - Day	2.23 to 2.41	+ 8%
51 Housing Aid - Day	1.51 to 2.20	+46%

Changes by Ethnic Background from 1986 to 1987

Three areas that increased significantly in ratings were Staff Treatment, Counselors' Services, and Housing Aid. Two areas that decreased significantly in ratings were Parking and Child Care Availability. Changes in ratings by minority or white students from 1986 to 1987 were less than ±5% in most cases. Five areas in which changes of at least 5% in two or more ethnic groups are the following:

Item	Ethnic Group	Change 1986	Change 1987	% Change
27 Staff Treatment	Black - Day	2.59	2.82	+ 9%
	Hispanic - Day	2.88	3.08	+ 7%
30 Availability of Parking	Asian - Day	2.27	1.87	-18%
	Indian - Day	2.07	1.30	-37%
	Black - Day	1.66	1.35	-19%
	Hispanic - Day	1.69	1.47	-13%
	White - Day	2.07	1.78	-14%
32 Child Care Availability	Asian - Day	2.43	2.23	- 8%
	Indian - Day	2.35	2.05	-13%
	Black - Day	2.47	2.15	-13%
35 Counselors' Services	Indian - Day	2.18	2.38	+ 9%
	Black - Day	2.43	2.62	+ 8%
	Hispanic - Day	2.54	2.40	- 5%
	White - Day	2.19	2.35	+ 7%
51 Housing Aid	Black - Day	1.72	2.28	+32%
	Hispanic - Day	1.84	2.10	+14%
	White - Day	1.36	2.17	+60%

EVALUATION DATA A - Rank-Ordered Lists of Evaluative Items

The following are rank-ordered lists of mean responses to items in the Day, Evening, and Weekend College questionnaires by the respondents to the survey.

The order has been determined by the magnitude of the mean response based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Not included in the calculation of the mean are the responses of those who chose not to rate the item; i.e., selected "Of no concern to me," "I cannot evaluate this," or omitted the item. The proportion of the sample who rated the respective items is provided in the column at the right of each page.

District Summary
n = 7,725

Rank order of mean responses of the 15 items included on Day, Evening, and Weekend College Surveys by the students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good Ratings - 1-11:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.28	98
2	The quality of teaching I have received at MATC has been	3.15	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.14	98
4	The availability and willingness of instructors to help students outside of class are	3.02	85
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.95	57
6	Services and facilities for the handicapped at MATC are	2.94	52
7	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.92	96
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.92	87
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.90	48
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.88	84
11	Public transportation services to MATC's facilities are	2.65	58
OK - 12-15:			
12	The registration procedures at MATC are	2.48	96
13	The food services offered at MATC are	2.45	68
14	The services provided by the Bookstore at MATC are	2.40	84
OK But May Need Some Improvement:			
15	The availability of parking at or near MATC is ...	2.08	90

District Day Summary
n = 3,010

Rank order of MATC Day students' evaluations of 33 items by students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-17:			
1	The quality of teaching I have received at MATC has been	3.13	99
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.13	98
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.11	99
4	The availability and willingness of instructors to help students outside of class are	2.96	92
5	Services and facilities for the handicapped at MATC are	2.94	64
6	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.88	87
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.86	61
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.85	97
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.79	58
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.76	92
11	Public transportation services to MATC's facilities are	2.75	73
12	The student newspaper, The Times, is	2.72	83
13	The services provided by the library at MATC are .	2.65	83
14	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.60	72
15	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.55	63

District Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-17 (Continued):			
16	Tutoring services at MATC are	2.55	44
17	Security against theft, assault, etc., at MATC facilities is	2.52	86
OK - 18-29:			
18	The maintenance and cleanliness of MATC's facilities are	2.50	96
19	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.50	62
20	The student health services offered at MATC are ..	2.49	42
21	The food services offered at MATC are	2.44	88
22	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.44	79
23	Veterans' services at MATC are	2.44	22
24	The job placement services at MATC are	2.37	40
25	The Student Senate's services and benefits to the student body are	2.33	45
26	The athletic activities (both intramural and intercollegiate) at MATC are	2.30	39
27	The registration procedures at MATC are	2.26	97
28	The services provided by the Bookstore at MATC are	2.23	91
29	The services that MATC provides to aid students in obtaining housing are	2.22	26
OK but may need some improvement - 30-32:			
30	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.19	**55**
31	The student lounge facilities (Student Center, activity rooms) at MATC are	2.18	**75**
32	The availability of child day care at or near this MATC campus is	2.13	33
Poor - 33:			
33	The availability of parking at or near MATC is ...	1.66	88

District Evening Summary
n = 4,110

Rank order of mean responses of the 15 items included in Day, Evening, and Weekend College Surveys by the Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.37	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.17	98
3	The quality of teaching I have received at MATC has been	3.17	98
4	The availability and willingness of instructors to help students outside of class are	3.08	81
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.01	83
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.98	53
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.96	40
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.94	96
9	Services and facilities for the handicapped at MATC are	2.93	39
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.86	82
11	The registration procedures at MATC are	2.60	95
12	Public transportation services to MATC's facilities are	2.60	45
OK - 13-15:			
13	The services provided by the Bookstore at MATC are	2.49	78
14	The food services offered at MATC are	2.49	48
15	The availability of parking at or near MATC is ...	2.37	92

District Weekend College Summary
n = 605

Rank order of mean responses of the 15 items included in Day, Evening, and Weekend College Surveys by the Weekend College students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.34	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.18	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.13	98
4	The quality of teaching I have received at MATC has been	3.10	98
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.08	62
6	Services and facilities for the handicapped at MATC are	3.03	41
7	The availability and willingness of instructors to help students outside of class are	3.02	85
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.02	82
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.02	43
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.99	88
11	The registration procedures at MATC are	2.70	96
12	The availability of parking at or near MATC is ...	2.67	95
13	The services provided by the Bookstore at MATC are	2.66	89
14	Public transportation services to MATC's facilities are	2.52	45
OK - 15:			
15	The food services offered at MATC are	2.30	70

Milwaukee Day Summary
n = 2,094

Rank order of mean responses of the 33 evaluation items by Day students surveyed at the Milwaukee Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16:			
1	The quality of teaching I have received at MATC has been	3.11	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.08	99
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.06	98
4	Services and facilities for the handicapped at MATC are	2.91	66
5	The availability and willingness of instructors to help students outside of class are	2.87	92
6	Public transportation services to MATC's facilities are	2.82	81
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.81	85
8	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.81	63
9	The student newspaper, The Times, is	2.75	88
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.74	62
11	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.71	97
12	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.65	76
13	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.64	93
14	The services provided by the library at MATC are .	2.62	85
15	The student health services offered at MATC are ..	2.62	47
16	Tutoring services at MATC are	2.55	46

Rank	Item	Mean Response	% of n Who Rated
OK - 17-29:			
17	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.50	66
18	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.50	64
19	The food services offered at MATC are	2.46	90
20	Veterans' services at MATC are	2.46	22
21	The athletic activities (both intramural and intercollegiate) at MATC are	2.42	40
22	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.41	82
23	The job placement services at MATC are	2.38	41
24	Security against theft, assault, etc., at MATC facilities is	2.37	86
25	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.32	59
26	The Student Senate's services and benefits to the student body are	2.28	46
27	The maintenance and cleanliness of MATC's facilities are	2.26	96
28	The availability of child day care at or near this MATC campus is	2.25	36
29	The services that MATC provides to aid students in obtaining housing are	2.20	28
OK but may need some improvement - 30-31:			
30	The registration procedures at MATC are	2.16	97
31	The services provided by the Bookstore at MATC are	2.09	92
Poor - 32:			
32	The student lounge facilities (Student Center, activity rooms) at MATC are	1.99	75
Terrible - 33:			
33	The availability of parking at or near MATC is ...	1.15	85

Milwaukee Evening Summary
n = 1,278

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the Milwaukee Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-11:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.14	97
2	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.04	98
3	The quality of teaching I have received at MATC has been	3.04	98
4	The availability and willingness of instructors to help students outside of class are	2.89	82
5	Services and facilities for the handicapped at MATC are	2.80	47
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.79	57
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.76	53
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by MATC nonteaching employees has been	2.73	87
9	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.71	81
10	Public transportation services to MATC's facilities are	2.70	61
11	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.68	95
OK - 12-13:			
12	The food services offered at MATC are	2.42	68
13	The registration procedures at MATC are	2.33	95
OK but may need some improvement - 14:			
14	The services provided by the Bookstore at MATC are	2.12	91
Poor - 15:			
15	The availability of parking at or near MATC is ...	1.72	88

North Day Summary
n = 160

Rank order of mean responses of the 33 evaluation items by Day students surveyed at the North Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18:			
1	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.29	98
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.24	99
3	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.22	98
4	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.16	91
5	The maintenance and cleanliness of MATC's facilities are	3.15	98
6	The availability and willingness of instructors to help students outside of class are	3.15	94
7	The quality of teaching I have received at MATC has been	3.14	99
8	The availability of parking at or near MATC is ...	3.08	96
9	Security against theft, assault, etc., at MATC facilities is	3.02	87
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.99	61
11	Services and facilities for the handicapped at MATC are	2.95	64
12	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.78	93
13	The services provided by the library at MATC are .	2.71	91
14	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.70	66
15	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.66	46

North Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18 (Continued):			
16	The student lounge facilities (Student Center, activity rooms) at MATC are	2.61	79
17	The student newspaper, The Times, is	2.61	78
18	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.59	71
OK - 19-27:			
19	The services provided by the Bookstore at MATC are	2.50	91
20	The Student Senate's services and benefits to the student body are	2.48	54
21	Veterans' services at MATC are	2.41	17
22	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.39	46
23	The registration procedures at MATC are	2.38	96
24	The job placement services at MATC are	2.34	38
25	Tutoring services at MATC are	2.33	33
26	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.32	69
27	The food services offered at MATC are	2.30	91
OK but may need some improvement - 28:			
28	The services that MATC provides to aid students in obtaining housing are	2.09	27
Poor - 29-32:			
29	The student health services offered at MATC are ..	1.93	34
30	The athletic activities (both intramural and intercollegiate) at MATC are	1.75	38
31	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.70	52
32	The availability of child day care at or near this MATC campus is	1.59	24
Terrible - 33:			
33	Public transportation services to MATC's facilities are	1.29	44

North Evening Summary
n = 311

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the North Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.30	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.28	98
3	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.08	99
4	The availability and willingness of instructors to help students outside of class are	3.08	81
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.06	87
6	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.05	87
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.05	55
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.04	36
9	Services and facilities for the handicapped at MATC are	3.03	40
10	The quality of teaching I have received at MATC has been	2.99	99
11	The services provided by the Bookstore at MATC are	2.77	91
12	The registration procedures at MATC are	2.76	96
13	The availability of parking at or near MATC is ...	2.74	98
14	The food services offered at MATC are	2.65	56
Poor - 15:			
15	Public transportation services to MATC's facilities are	1.87	31

North Weekend College Summary
n = 157

Rank order of mean responses of the **15 evaluation** items by **Weekend College** students surveyed at the **North Campus:**

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.35	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.29	98
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.13	97
4	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.09	82
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.02	65
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.00	88
7	The quality of teaching I have received at MATC has been	2.99	99
8	Services and facilities for the handicapped at MATC are	2.97	37
9	The availability and willingness of instructors to help students outside of class are	2.94	81
10	The availability of parking at or near MATC is ...	2.93	97
11	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.86	38
12	The registration procedures at MATC are	2.79	97
13	The services provided by the Bookstore at MATC are	2.66	94
OK - 14:			
14	The food services offered at MATC are	2.47	82
Poor - 15:			
15	Public transportation services to MATC's facilities are	1.88	33

South Day Summary
n = 412

Rank order of mean responses of the 33 evaluation items by **Day** students surveyed at the **South** Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.18	99
2	The availability and willingness of instructors to help students outside of class are	3.13	93
3	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.12	99
4	In terms of meeting my needs, the courses I have taken at MATC have been	3.09	99
5	The maintenance and cleanliness of MATC's facilities are	3.07	99
6	The quality of teaching I have received at MATC has been	3.07	99
7	Services and facilities for the handicapped at MATC are	3.00	65
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.98	92
9	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.95	53
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.94	94
11	The availability of parking at or near MATC is ...	2.90	97
12	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.79	47
13	The services provided by the library at MATC are .	2.74	79
14	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.69	69
15	Security against theft, assault, etc., at MATC facilities is	2.63	92

South Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20 (Continued):			
16	The services provided by the Bookstore at MATC are	2.60	93
17	Public transportation services to MATC's facilities are	2.58	60
18	The student lounge facilities (Student Center, activity rooms) at MATC are	2.56	81
19	Tutoring services at MATC are	2.55	44
20	The food services offered at MATC are	2.51	91
OK - 21-29:			
21	The student newspaper, The Times, is	2.48	79
22	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.45	77
23	The registration procedures at MATC are	2.43	97
24	The Student Senate's services and benefits to the student body are	2.40	49
25	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.31	69
26	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.31	54
27	The services that MATC provides to aid students in obtaining housing are	2.31	25
28	The job placement services at MATC are	2.28	45
29	Veterans' services at MATC are	2.26	26
OK but may need some improvement - 30-31:			
30	The athletic activities (both intramural and intercollegiate) at MATC are	2.08	38
31	The student health services offered at MATC are ..	2.01	33
Poor - 32-33:			
32	The availability of child day care at or near this MATC campus is	1.81	31
33	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.75	50

South Evening Summary
n = 587

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the South Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.36	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.19	98
3	Services and facilities for the handicapped at MATC are	3.15	44
4	In terms of meeting my needs, the courses I have taken at MATC have been	3.14	98
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.11	39
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.10	85
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.08	55
8	The quality of teaching I have received at MATC has been	3.07	99
9	The availability and willingness of instructors to help students outside of class are	3.07	84
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.93	86
11	The availability of parking at or near MATC is ...	2.74	96
12	The services provided by the Bookstore at MATC are	2.71	87
13	The registration procedures at MATC are	2.66	96
OK - 14-15:			
14	Public transportation services to MATC's facilities are	2.49	40
15	The food services offered at MATC are	2.47	48

South Weekend College Summary
n = 159

Rank order of mean responses of the 15 evaluation items by Weekend College students surveyed at the South Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.37	96
2	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.21	43
3	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.20	97
4	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.15	37
5	The availability and willingness of instructors to help students outside of class are	3.12	39
6	Services and facilities for the handicapped at MATC are	3.06	39
7	In terms of meeting my needs, the courses I have taken at MATC have been	3.05	97
8	The quality of teaching I have received at MATC has been	3.05	96
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.05	87
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.01	87
11	The availability of parking at or near MATC is ...	2.84	92
12	The registration procedures at MATC are	2.68	94
13	The services provided by the Bookstore at MATC are	2.58	86
14	Public transportation services to MATC's facilities are	2.51	44
OK - 15:			
15	The food services offered at MATC are	2.50	43

West Day Summary
n = 259

Rank order of mean responses of the 33 evaluation items by Day students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-25:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.37	99
2	The quality of teaching I have received at MATC has been	3.30	99
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.25	99
4	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.21	97
5	The availability and willingness of instructors to help students outside of class are	3.20	95
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.18	95
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.17	86
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.15	57
9	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.11	62
10	Security against theft, assault, etc., at MATC facilities is	3.10	85
11	Services and facilities for the handicapped at MATC are	3.09	55
12	The maintenance and cleanliness of MATC's facilities are	3.04	97
13	Public transportation services to MATC's facilities are	2.92	56
14	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.83	58
15	The student newspaper, The Times, is	2.81	73

West Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-25 (Continued):			
16	The services provided by the library at MATC are .	2.76	80
17	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.72	78
18	The registration procedures at MATC are	2.71	97
19	The student lounge facilities (Student Center, activity rooms) at MATC are	2.71	79
20	The services provided by the Bookstore at MATC are	2.69	93
21	Tutoring services at MATC are	2.65	47
22	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.64	66
23	Veterans' services at MATC are	2.62	22
24	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.55	61
25	The Student Senate's services and benefits to the student body are	2.53	38
OK - 26-29:			
26	The job placement services at MATC are	2.48	37
27	The services that MATC provides to aid students in obtaining housing are	2.32	22
28	The food services offered at MATC are	2.25	86
29	The student health services offered at MATC are ..	2.23	31
OK but may need some improvement - 30:			
30	The availability of parking at or near MATC is ...	2.12	93
Poor - 31-33:			
31	The athletic activities (both intramural and intercollegiate) at MATC are	1.94	37
32	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.91	39
33	The availability of child day care at or near this MATC campus is	1.64	28

West Evening Summary
n = 353

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.42	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.29	98
3	The quality of teaching I have received at MATC has been	3.29	98
4	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.11	84
5	The availability and willingness of instructors to help students outside of class are	3.11	79
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.10	98
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.04	57
8	Services and facilities for the handicapped at MATC are	3.04	38
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.96	40
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.94	86
11	The services provided by the Bookstore at MATC are	2.77	82
12	Public transportation services to MATC's facilities are	2.74	48
13	The registration procedures at MATC are	2.72	97
14	The food services offered at MATC are	2.52	58
OK - 15:			
15	The availability of parking at or near MATC is ...	2.43	94

West Weekend College Summary
n = 289

Rank order of mean responses of the 15 evaluation items of Weekend College students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.33	98
2	The quality of teaching I have received at MATC has been	3.20	98
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.17	98
4	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.10	97
5	Services and facilities for the handicapped at MATC are	3.05	44
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.05	71
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.03	50
8	The availability and willingness of instructors to help students outside of class are	3.00	85
9	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.98	79
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.97	90
11	Public transportation services to MATC's facilities are	2.75	51
12	The services provided by the Bookstore at MATC are	2.70	89
13	The registration procedures at MATC are	2.67	97
OK - 14:			
14	The availability of parking at or near MATC is ...	2.45	94
OK but may need improvement - 15:			
15	The food services offered at MATC are	2.14	79

Asian or Pacific Islander Day Summary
n = 142

Rank order of mean responses of the 33 evaluation items by Asian or Pacific Islander Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20:			
1	The quality of teaching I have received at MATC has been	3.14	98
2	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	3.01	81
3	In terms of meeting my needs, the courses I have taken at MATC have been	2.96	99
4	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.95	94
5	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.95	90
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.89	98
7	The student newspaper, The Times, is	2.88	92
8	The availability and willingness of instructors to help students outside of class are	2.84	89
9	Services and facilities for the handicapped at MATC are	2.84	70
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.83	83
11	The services provided by the library at MATC are .	2.74	90
12	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.71	90
13	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.70	88
14	Public transportation services to MATC's facilities are	2.65	80
15	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.63	67

Asian or Pacific Islander Day Summary

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20 (Continued):			
16	The registration procedures at MATC are	2.61	97
17	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.61	89
18	Security against theft, assault, etc., at MATC facilities is	2.61	89
19	The maintenance and cleanliness of MATC's facilities are	2.60	91
20	The food services offered at MATC are	2.52	92
OK - 21-31:			
21	The services that MATC provides to aid students in obtaining housing are	2.46	56
22	Tutoring services at MATC are	2.44	73
23	The services provided by the Bookstore at MATC are	2.39	92
24	The student lounge facilities (Student Center, activity rooms) at MATC are	2.39	83
25	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.39	77
26	Veterans' services at MATC are	2.37	51
27	The Student Senate's services and benefits to the student body are	2.34	61
28	The student health services offered at MATC are ..	2.33	71
29	The job placement services at MATC are	2.32	66
30	The availability of child day care at or near this MATC campus is	2.23	50
31	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.21	70
Poor - 32-33:			
32	The athletic activities (both intramural and intercollegiate) at MATC are	1.99	71
33	The availability of parking at or near MATC is ...	1.87	92

Asian or Pacific Islander Evening Summary
n = 87

Rank order of mean responses of the 15 evaluation items of Asian or Pacific Islander Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The quality of teaching I have received at MATC has been	3.10	94
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.10	92
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.05	95
4	Services and facilities for the handicapped at MATC are	2.98	49
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.92	71
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.88	86
7	The availability and willingness of instructors to help students outside of class are	2.86	79
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.85	92
9	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.77	84
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.77	66
11	The registration procedures at MATC are	2.74	93
12	The services provided by the Bookstore at MATC are	2.53	85
OK - 13-14:			
13	Public transportation services to MATC's facilities are	2.47	59
14	The food services offered at MATC are	2.34	67
OK but may need some improvement - 15:			
15	The availability of parking at or near MATC is ...	2.08	82

American Indian or Alaskan Native Day Summary
n = 45

Rank order of mean responses of the 33 evaluation items by American Indian or Alaskan Native Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-17:			
1	The quality of teaching I have received at MATC has been	3.11	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.07	98
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.02	98
4	Public transportation services to MATC's facilities are	3.00	76
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.90	89
6	The availability and willingness of instructors to help students outside of class are	2.75	89
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.74	87
8	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.72	87
9	Services and facilities for the handicapped at MATC are	2.66	78
10	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.64	100
11	The student newspaper, The Times, is	2.63	91
12	The job placement services at MATC are	2.63	53
13	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.61	73
14	Security against theft, assault, etc., at MATC facilities is	2.58	89
15	The instructional equipment (tools, machines, instruments, etc.) at MATC are	2.57	93
16	The services provided by the library at MATC are .	2.54	91

American Indian or Alaskan Native Day Summary

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-17 (Continued):			
17	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.53	80
OK - 18-27:			
18	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.50	71
19	The student health services offered at MATC are ..	2.50	58
20	The services provided by the Bookstore at MATC are	2.39	91
21	The athletic activities (both intramural and intercollegiate) at MATC are	2.39	51
22	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.38	87
23	The food services offered at MATC are	2.32	91
24	Veterans' services at MATC are	2.31	36
25	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.28	64
26	The student lounge facilities (Student Center, activity rooms) at MATC are	2.24	76
27	Tutoring services at MATC are	2.24	56
OK but may need some improvement - 28-31:			
28	The maintenance and cleanliness of MATC's facilities are	2.16	100
29	The registration procedures at MATC are	2.10	93
30	The availability of child day care at or near this MATC campus is	2.05	47
31	The Student Senate's services and benefits to the student body are	2.00	58
Poor - 32:			
32	The services that MATC provides to aid students in obtaining housing are	1.74	42
Terrible - 33:			
33	The availability of parking at or near MATC is ...	1.30	82

American Indian or Alaskan Native Evening Summary
n = 30

Rank order of mean responses of the 15 evaluation items by American Indian or Alaskan Native Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.25	93
2	The availability and willingness of instructors to help students outside of class are	3.23	87
3	The quality of teaching I have received at MATC has been	3.21	93
4	In terms of meeting my needs, the courses I have taken at MATC have been	2.96	93
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.82	93
6	The registration procedures at MATC are	2.78	90
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.77	87
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.74	77
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.67	60
10	The food services offered at MATC are	2.63	63
11	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.63	63
12	Public transportation services to MATC's facilities are	2.61	60
OK - 13-14:			
13	The availability of parking at or near MATC is ...	2.46	87
14	Services and facilities for the handicapped at MATC are	2.35	57
OK but may need improvement - 15:			
15	The services provided by the Bookstore at MATC are	2.04	87

Black Day Summary
n = 760

Rank order of mean responses of the 33 evaluation items by Black Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20:			
1	The quality of teaching I have received at MATC has been	3.16	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.15	98
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.10	97
4	Public transportation services to MATC's facilities are	2.91	87
5	Services and facilities for the handicapped at MATC are	2.88	71
6	The availability and willingness of instructors to help students outside of class are	2.85	89
7	The student newspaper, The Times, is	2.83	87
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.83	81
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.82	92
10	The services provided by the library at MATC are	2.79	87
11	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.76	67
12	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.73	95
13	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.73	75
14	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.70	78
15	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.62	86

Black Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-20 (Continued):			
16	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.62	78
17	Tutoring services at MATC are	2.61	61
18	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.60	63
19	The student health services offered at MATC are ..	2.59	52
20	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.54	59
OK - 21-31:			
21	The food services offered at MATC are	2.50	87
22	Security against theft, assault, etc., at MATC facilities is	2.50	85
23	The athletic activities (both intramural and intercollegiate) at MATC are	2.48	44
24	The registration procedures at MATC are	2.47	96
25	The Student Senate's services and benefits to the student body are	2.45	48
26	Veterans' services at MATC are	2.42	27
27	The services provided by the Bookstore at MATC are	2.40	88
28	The maintenance and cleanliness of MATC's facilities are	2.39	94
29	The job placement services at MATC are	2.35	43
30	The student lounge facilities (Student Center, activity rooms) at MATC are	2.32	71
31	The services that MATC provides to aid students in obtaining housing are	2.28	32
OK but may need some improvement - 32:			
32	The availability of child day care at or near this MATC campus is	2.15	45
Terrible - 33:			
33	The availability of parking at or near MATC is ...	1.35	81

Black Evening Summary
n = 356

Rank order of mean responses of the 15 evaluation items by Black Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-11:			
1	In terms of meeting my needs, the courses I have taken at MATC have been	3.11	97
2	The quality of teaching I have received at MATC has been	3.09	97
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.04	96
4	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.85	88
5	The availability and willingness of instructors to help students outside of class are	2.83	82
6	Public transportation services to MATC's facilities are	2.82	74
7	Services and facilities for the handicapped at MATC are	2.82	58
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.81	76
9	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.73	92
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.73	69
11	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.62	78
OK - 12-14:			
12	The food services offered at MATC are	2.49	71
13	The registration procedures at MATC are	2.45	93
14	The services provided by the Bookstore at MATC are	2.35	90
Poor - 15:			
15	The availability of parking at or near MATC is ...	1.84	84

Hispanic Day Summary
n = 109

Rank order of mean responses of the 33 evaluation items by Hispanic Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18:			
1	The quality of teaching I have received at MATC has been	3.01	98
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.00	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	2.99	98
4	Services and facilities for the handicapped at MATC are	2.97	70
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.93	61
6	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.91	75
7	Public transportation services to MATC's facilities are	2.90	83
8	The student newspaper, The Times, is	2.82	81
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.82	77
10	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.78	98
11	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.73	91
12	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.71	72
13	The availability and willingness of instructors to help students outside of class are	2.68	86
14	Veterans' services at MATC are	2.67	19
15	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.63	64

Hispanic Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18 (Continued):			
16	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.60	69
17	The services provided by the library at MATC are	2.53	85
18	The maintenance and cleanliness of MATC's facilities are	2.52	96
OK - 19-27:			
19	The student health services offered at MATC are ..	2.47	43
20	Security against theft, assault, etc., at MATC facilities is	2.44	83
21	The athletic activities (both intramural and intercollegiate) at MATC are	2.43	39
22	The food services offered at MATC are	2.40	89
23	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.40	85
24	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.36	53
25	The Student Senate's services and benefits to the student body are	2.35	44
26	The registration procedures at MATC are	2.30	95
27	Tutoring services at MATC are	2.23	52
OK but may need some improvement - 28-32:			
28	The student lounge facilities (Student Center, activity rooms) at MATC are	2.16	79
29	The job placement services at MATC are	2.14	39
30	The availability of child day care at or near this MATC campus is	2.12	31
31	The services that MATC provides to aid students in obtaining housing are	2.10	28
32	The services provided by the Bookstore at MATC are	2.09	88
Terrible - 33:			
33	The availability of parking at or near MATC is ...	1.47	82

Hispanic Evening Summary
n = 100

Rank order of mean responses of the 15 evaluation items by Hispanic Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.38	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.29	99
3	The quality of teaching I have received at MATC has been	3.23	99
4	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.08	93
5	The availability and willingness of instructors to help students outside of class are	3.05	84
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.97	97
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.96	80
8	Services and facilities for the handicapped at MATC are	2.96	51
9	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.91	69
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.87	82
11	Public transportation services to MATC's facilities are	2.71	62
12	The registration procedures at MATC are	2.63	99
13	The food services offered at MATC are	2.54	70
OK - 14-15:			
14	The services provided by the Bookstore at MATC are	2.49	86
15	The availability of parking at or near MATC is ...	2.24	91

White Day Summary
n = 1,935

Rank order of mean responses of the 33 evaluation items by White Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.16	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.12	99
3	The quality of teaching I have received at MATC has been	3.12	99
4	The availability and willingness of instructors to help students outside of class are	3.02	94
5	Services and facilities for the handicapped at MATC are	2.99	60
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.94	57
7	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.91	98
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.90	89
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.89	46
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.74	93
11	Public transportation services to MATC's facilities are	2.67	66
12	The student newspaper, The Times, is	2.66	81
13	The services provided by the library at MATC are	2.60	80
14	Tutoring services at MATC are	2.56	35
15	The maintenance and cleanliness of MATC's facilities are	2.55	97

White Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18 (Continued):			
16	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.54	62
17	Security against theft, assault, etc., at MATC facilities is	2.53	87
18	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.52	69
OK - 19-26:			
19	The student health services offered at MATC are ..	2.46	35
20	Veterans' services at MATC are	2.46	17
21	The food services offered at MATC are	2.42	88
22	The job placement services at MATC are	2.39	37
23	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.35	75
24	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.31	53
25	The Student Senate's services and benefits to the student body are	2.29	43
26	The athletic activities (both intramural and intercollegiate) at MATC are	2.24	33
OK but may need some improvement - 27-32:			
27	The services provided by the Bookstore at MATC are	2.17	92
28	The services that MATC provides to aid students in obtaining housing are	2.17	21
29	The registration procedures at MATC are	2.15	97
30	The student lounge facilities (Student Center, activity rooms) at MATC are	2.11	76
31	The availability of child day care at or near this MATC campus is	2.10	27
32	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.02	52
Poor - 33:			
33	The availability of parking at or near MATC is ...	1.78	91

White Evening Summary
n = 3,499

Rank order of mean responses of the 15 evaluation items by White Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.40	98
2	The quality of teaching I have received at MATC has been	3.17	99
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.17	98
4	The availability and willingness of instructors to help students outside of class are	3.12	80
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.04	34
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.03	82
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.03	50
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.96	97
9	Services and facilities for the handicapped at MATC are	2.96	36
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.86	82
11	The registration procedures at MATC are	2.61	96
12	Public transportation services at MATC's facilities are	2.56	41
OK - 13-15:			
13	The services provided by the Bookstore at MATC are	2.50	77
14	The food services offered at MATC are	2.50	44
15	The availability of parking at or near MATC is ...	2.42	93

Handicapped Day Summary
n = 183

Rank order of mean responses of the 33 evaluation items by Handicapped Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-15:			
1	The quality of teaching I have received at MATC has been	3.07	99
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.06	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.02	98
4	The availability and willingness of instructors to help students outside of class are	2.87	95
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.86	95
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.81	96
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.80	87
8	Public transportation services to MATC's facilities are	2.75	78
9	The student newspaper, The Times, is	2.73	85
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.73	65
11	Services and facilities for the handicapped at MATC are	2.70	81
12	The services provided by the library at MATC are	2.63	85
13	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.62	61
14	Security against theft, assault, etc., at MATC facilities is	2.55	89
15	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.54	71

Handicapped Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
OK - 16-28:			
16	The maintenance and cleanliness of MATC's facilities are	2.49	98
17	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.49	69
18	Tutoring services at MATC are	2.49	60
19	Veterans' services at MATC are	2.38	32
20	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.37	87
21	The food services offered at MATC are	2.35	91
22	The services provided by the Bookstore at MATC are	2.34	91
23	The student health services offered at MATC are ..	2.34	51
24	The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.31	74
25	The Student Senate's services and benefits to the student body are	2.23	53
26	The athletic activities (both intramural and intercollegiate) at MATC are	2.22	44
27	The registration procedures at MATC are	2.21	97
28	The services that MATC provides to aid students in obtaining housing are	2.20	33
OK but may need some improvement - 29-31:			
29	The student lounge facilities (Student Center, activity rooms) at MATC are	2.17	76
30	The recreational facilities (gym, pool, outdoor facilities) at MATC are	2.10	56
31	The job placement services at MATC are	2.08	43
Poor - 32-33:			
32	The availability of child day care at or near this MATC campus is	1.83	43
33	The availability of parking at or near MATC is ...	1.68	87

Handicapped Evening Summary
n = 183

Rank order of mean responses of the 15 evaluation items by Handicapped Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.37	96
2	The quality of teaching I have received at MATC has been	3.19	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.13	97
4	The availability and willingness of instructors to help students outside of class are	3.05	84
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.98	83
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.83	94
7	Services and facilities for the handicapped at MATC are	2.80	50
8	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.79	55
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.73	46
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	**2.72**	83
11	Public transportation services to MATC's facilities are	2.58	55
12	The registration procedures at MATC are	2.54	93
OK - 13-14:			
13	The food services offered at MATC are	2.45	56
14	The services provided by the Bookstore at MATC are	2.38	78
OK but may need improvement - 15:			
15	The availability of parking at or near MATC is ...	2.19	90

EVALUATION DATA B - Day and Evening Mean Responses by Campus

The following table provides the mean responses of the students, by location, to each of the Day or Evening evaluative items of the surveys.

The mean response is based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
21. In terms of meeting my needs, the courses I taken at MATC have been	3.22	3.08	3.09	3.14	3.25	3.29	3.08	3.04
22. The quality of teaching I have received at MATC has been	3.14	2.99	3.07	3.07	3.30	3.29	3.11	3.04
23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.29	3.28	3.12	3.19	3.21	3.10	2.71	2.68
24. The instructional equipment (tools, machines, instruments, etc.) at MATC are	3.16	3.05	2.94	2.93	3.17	2.94	2.81	2.71
25. The availability and willingness of instructors to help students outside of class are	3.15	3.08	3.13	3.07	3.20	3.11	2.87	2.89
26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.24	3.30	3.18	3.36	3.37	3.42	3.06	3.14
27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.78	3.06	2.98	3.10	3.18	3.11	2.64	2.73
28. Security against theft, assault, etc., at MATC facilities is	3.02	--	2.63	--	3.10	--	2.37	--
29. Services and facilities for the handicapped at MATC are	2.95	3.03	3.00	3.15	3.09	3.04	2.91	2.80
30. The availability of parking at or near MATC is	3.08	2.74	2.90	2.74	2.12	2.43	1.15	1.72
31. Public transportation services to MATC's facilities are	1.29	1.87	2.58	2.49	2.92	2.74	2.82	2.70
32. The availability of child day care at or near this MATC campus is	1.59	--	1.81	--	1.64	--	2.25	--

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
33. The services provided by the library at MATC are	2.71	--	2.74	--	2.76	--	2.62	--
34. The registration procedures at MATC are	2.38	2.76	2.43	2.66	2.71	2.72	2.16	2.33
35. The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are	2.32	--	2.45	--	2.72	--	2.41	--
36. The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	2.39	--	2.31	--	2.83	--	2.50	--
37. The services provided by the Bookstore at MATC are	2.50	2.77	2.60	2.71	2.69	2.77	2.09	2.12
38. Tutoring services at MATC are	2.33	--	2.55	--	2.65	--	2.55	--
39. The job placement services at MATC are	2.34	--	2.28	--	2.48	--	2.38	--
40. Veterans' services at MATC are	2.41	--	2.26	--	2.62	--	2.46	--
41. The student health services offered at MATC are	1.93	--	2.01	--	2.23	--	2.62	--
42. The maintenance and cleanliness of MATC's facilities are	3.15	--	3.07	--	3.04	--	2.26	--
43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.70	--	2.69	--	2.64	--	2.50	--
44. The Student Senate's services and benefits to the student body	2.48	--	2.40	--	2.53	--	2.28	--

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
45. The student lounge facilities (Student Center, activity rooms) at MATC are	2.61	--	2.56	--	2.71	--	1.99	--
46. The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.70	--	1.75	--	1.91	--	2.32	--
47. The food services offered at MATC are	2.30	2.65	2.51	2.47	2.25	2.52	2.46	2.42
48. The athletic activities (both intramural and intercollegiate) at MATC are	1.75	--	2.08	--	1.94	--	2.42	--
49. The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.59	--	2.31	--	2.55	--	2.65	--
50. The student newspaper, The Times, is	2.61	--	2.48	--	2.81	--	2.75	--
51.The services that MATC provides to aid students in obtaining housing are	2.09	--	2.31	--	2.32	--	2.20	--
52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.99	3.05	2.95	3.08	3.11	3.04	2.81	2.79
53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.66	3.04	2.79	3.11	3.15	2.96	2.74	2.76

EVALUATION DATA C - Day and Evening Mean Responses by Ethnic Background

The following table provides the mean response of the students, by ethnic background, to each of the evaluative items of the Day or Evening surveys.

The mean response is based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
21. In terms of meeting my needs, the courses I taken at MATC have been	2.96	3.05	3.07	2.96	3.15	3.11	2.99	3.29	3.12	3.17
22. The quality of teaching I have received at MATC has been	3.14	3.10	3.11	3.21	3.16	3.09	3.01	3.23	3.12	3.17
23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.89	2.85	2.64	2.82	2.73	2.73	2.78	2.97	2.91	2.96
24. The instructional equipment (tools, machines, instruments, etc.) at MATC are	2.95	2.77	2.57	2.77	2.83	2.81	2.91	2.96	2.90	2.86
25. The availability and willingness of instructors to help students outside of class are	2.84	2.86	2.75	3.23	2.85	2.83	2.68	3.05	3.02	3.12
26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.95	3.10	3.02	3.25	3.10	3.04	3.00	3.38	3.16	3.40
27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.61	2.88	2.90	2.74	2.82	2.85	2.73	3.08	2.74	3.03
28. Security against theft, assault, etc., at MATC facilities is	2.61	--	2.58	--	2.50	--	2.44	--	2.53	--
29. Services and facilities for the handicapped at MATC are	2.84	2.98	2.66	2.35	2.88	2.82	2.97	2.96	2.99	2.96
30. The availability of parking at or near MATC is	1.87	2.08	1.30	2.46	1.35	1.84	1.47	2.24	1.78	2.42
31. Public transportation services to MATC's facilities are	2.65	2.47	3.00	2.61	2.91	2.82	2.90	2.71	2.67	2.56
32. The availability of child day care at or near this MATC campus is	2.23	--	2.05	--	2.15	--	2.12	--	2.10	--

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
33. The services provided by the library at MATC are	2.74	--	2.54	--	2.79	--	2.53	--	2.60	--
34. The registration procedures at MATC are	2.61	2.74	2.10	2.78	2.47	2.45	2.30	2.63	2.15	2.61
35. The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are	2.71	--	2.38	--	2.62	--	2.40	--	2.35	--
36. The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are	3.01	--	2.61	--	2.70	--	2.60	--	2.31	--
37. The services provided by the Bookstore at MATC are	2.39	2.53	2.39	2.04	2.40	2.35	2.09	2.49	2.17	2.50
38. Tutoring services at MATC are	2.44	--	2.24	--	2.61	--	2.23	--	2.56	--
39. The job placement services at MATC are	2.32	--	2.63	--	2.35	--	2.14	--	2.39	--
40. Veterans' services at MATC are	2.37	--	2.31	--	2.42	--	2.67	--	2.46	--
41. The student health services offered at MATC are	2.33	--	2.50	--	2.59	--	2.47	--	2.46	--
42. The maintenance and cleanliness of MATC's facilities are	2.60	--	2.16	--	2.39	--	2.52	--	2.55	--
43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.39	--	2.53	--	2.60	--	2.63	--	2.54	--
44. The Student Senate's services and benefits to the student body	2.34	--	2.00	--	2.45	--	2.35	--	2.29	--

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
45. The student lounge facilities (Student Center, activity rooms) at MATC are	2.39	--	2.24	--	2.32	--	2.16	--	2.11	--
46. The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.21	--	2.28	--	2.54	--	2.36	--	2.02	--
47. The food services offered at MATC are	2.52	2.34	2.32	2.63	2.50	2.49	2.40	2.54	2.42	2.50
48. The athletic activities (both intramural and intercollegiate) at MATC are	1.99	--	2.39	--	2.48	--	2.43	--	2.24	--
49. The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.70	--	2.72	--	2.73	--	2.71	--	2.52	--
50. The student newspaper, The Times, is	2.88	--	2.63	--	2.83	--	2.82	--	2.66	--
51. The services that MATC provides to aid students in obtaining housing are	2.46	--	1.74	--	2.28	--	2.10	--	2.17	--
52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.63	2.77	2.50	2.63	2.76	2.73	2.93	2.91	2.94	3.03
53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...	2.83	2.92	2.74	2.67	2.62	2.62	2.82	2.87	2.89	3.04

OPINIONS OF MATC STUDENTS REGARDING DISCRIMINATION AND MATC INSTITUTIONAL ATTITUDES TOWARD WOMEN AND MINORITIES

Summary

In the 1986 Student Survey, three new questions were added to the survey instrument which were also used in 1987 to indicate student opinions regarding discrimination and institutional attitudes toward women and minorities. The questions are:

> Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap? A. Yes B. No
>
> The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...
>
> The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...
>
> Choices for these two questions are:
>
> A. Excellent
> B. Good
> C. OK
> D. Poor
> E. Terrible
> F. Of no concern to me
> G. I cannot evaluate this

As part of this report, in addition to these three questions, two other questions which have been used since 1972 on student surveys were analyzed.

> The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...
>
> The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ...

The 1987 Student Survey, which includes 1,618 minority students (227 Asian, 74 Indian, 1,110 Black, and 207 Hispanic), was conducted in April 1987.

Unlike most other postsecondary institutions in the state of Wisconsin, "nontraditional" students (women, older persons, and minorities) are not a "new" market at MATC. These students have been a major market served by MATC for many years and have been growing. Student surveys over the last ten years have indicated that all students, including those called nontraditional by some, have rated treatment by faculty and staff highly.

Information obtained from individual students, staff, faculty, and student organizations has indicated that there may be problems in regard to discrimination and limitations of opportunity and access for women and minorities at MATC. Individual instances have been cited by these interested parties. As a result, questions directly related to these problem areas were added to the student survey questionnaire.

The results of the survey indicate that most women and minority students do not believe they have experienced discrimination at MATC. Women believe that educational opportunity and equal access to programs is not a problem at MATC. Some minority students, particularly in day classes, believe there is a problem of educational opportunity and equal access to programs by minorities. Most minorities believe that treatment (respectfulness, courteousness, helpfulness) by faculty and staff was good or excellent.

Although the results of this survey are generally more positive than negative, there is some indication in this study of discrimination against minorities and a perception by minorities that there is a problem at MATC concerning educational opportunity and equal access. These subjects should be addressed by the institution.

Analysis of Responses

The responses of students by sex and ethnic origin to the question "Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?" are shown in Table 7. Overall, the percentage of students experiencing discrimination decreased from 9% in 1986 to 8% in 1987.

1. Overall, day students have indicated they have experienced more discrimination that evening students. These percentages decreased from 1986 (6.3% Evening and 12.7% Day) to 1987 (5.5% Evening and 11.3% Day.

2. Although a majority of day and evening students (about 90%) have not experienced discrimination, males indicate slightly more discrimination than females. (Day 11.7% males to 11.0% females; Evening 5.9% males to 5.9% females.)

3. Although a majority of minority students have not experienced discrimination (more than 80%), minority students indicate more discrimination than white students.

4. American Indian, about 20%, and Black, about 19%, indicated the highest rate of discrimination.

5. White females show the lowest overall experience of discrimination (7.3% Day and 3.1% Evening).

Responses to the question "The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ..." are shown in Table 8.

1. Overall, a majority of Day and Evening students (more than 95%) in 1986 and 1987 indicated the institutional attitude toward women was OK, Good, or Excellent.

2. Both males and females rated institutional attitude toward women highly, but Day females rated this item higher than males in 1987 (Day females mean 2.91, males mean 2.78; Evening females 2.99, males 2.98). In 1986 there was almost no difference between male and female ratings Day or Evening.

TABLE 7
DAY AND EVENING STUDENTS' RESPONSES

Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

Females N=3,989			Males N=3,113			All N=7,102*		
Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
DAY N=1,672			N=1,329			N=3,001*		
184	1,478	10	155	1,163	11	339	2,641	21
11.0%	88.4%	.6%	11.7%	87.5%	.8%	11.3%	88.0%	.7%
EVENING N=2,317			N=1,784			N=4,101*		
121	2,177	19	106	1,668	10	227	3,845	29
5.2%	94.0%	.8%	5.9%	93.5%	.6%	5.5%	93.9%	.7%

*District totals for Day and Evening do not include 9 Unknown in each category.

Response by Sex and Ethnic Origin

Ethnic Origin	Females			Males		
	Yes	No	Unknown	Yes	No	Unknown
Asian - DAY	N=38			N=103		
	6	31	1	9	90	4
	15.8%	81.6%	2.6%	8.7%	87.4%	3.9%
Asian - EVENING	N=46			N=40		
	5	38	3	1	39	0
	10.9%	82.6%	6.5%	2.5%	97.5%	.0%
American Indian-DAY	N=20			N=24		
	5	15	0	5	18	1
	25.0%	75.0%	0%	20.8%	75.0%	4.2%
American Indian-EVENING	N=14			N=16		
	1	13	0	4	12	0
	7.1%	92.9%	0%	25.0%	75.0%	0%
Black - DAY	N=491			N=265		
	89	401	1	46	215	4
	18.1%	81.7%	.2%	17.4%	81.1%	1.5%
Black - EVENING	N=239			N=115		
	47	190	2	25	86	4
	19.7%	79.5%	.8%	21.7%	74.8%	3.5%
Hispanic - DAY	N=56			N=52		
	4	52	0	4	46	2
	7.1%	92.9%	0%	7.7%	88.5%	3.8%
Hispanic - EVENING	N=55			N=44		
	6	49	0	4	40	0
	10.9%	89.1%	0%	9.1%	90.9%	0%
White - DAY	N=1,058			N=875		
	77	974	7	91	784	0
	7.3%	92.1%	.7%	10.4%	89.6%	0%
White - EVENING	N=1,947			N=1,550		
	61	1,874	12	70	1,476	4
	3.1%	96.3%	.6%	4.5%	95.2%	.3%

TABLE 8

The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
ALL DAY Students	2.86	399 21.9%	891 48.9%	450 24.7%	51 2.8%	31 1.7%	61%
ALL EVENING Students	2.98	531 24.4%	1,153 53.0%	438 20.2%	30 1.4%	22 1.0%	53%
Asian-DAY Females	2.67	4 13.3%	14 46.7%	10 33.3%	2 6.7%	0 0%	79%
-DAY Males	2.61	9 14.1%	26 40.6%	25 39.1%	3 4.7%	1 1.6%	62%
Asian-EVENING Females	2.75	6 16.7%	17 47.2%	12 33.3%	0 0%	1 2.8%	78%
-EVENING Males	2.85	4 20.0%	9 45.0%	7 35.0%	0 0%	0 0%	50%
AmInd-DAY Females	2.67	5 27.8%	6 33.3%	5 27.8%	0 0%	2 1.1%	90%
-DAY Males	2.23	0 0%	5 38.5%	7 53.9%	0 0%	1 7.7%	54%
AmInd-EVENING Females	2.83	4 33.3%	4 33.3%	3 25.0%	0 0%	1 8.3%	86%
-EVENING Males	2.29	2 28.6%	2 28.6%	1 14.3%	0 0%	2 28.6%	44%
Black-DAY Females	2.76	74 20.6%	158 43.9%	104 28.9%	15 4.2%	9 2.5%	73%
-DAY Males	2.75	33 22.6%	59 40.4%	43 29.5%	7 4.8%	4 2.7%	55%
Black-EVENING Females	2.69	23 12.9%	88 49.2%	59 33.0%	7 3.9%	2 1.2%	75%
-EVENING Males	2.86	19 29.2%	28 43.1%	12 18.5%	2 3.1%	4 6.2%	57%

TABLE 8 (Continued)

The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
Hispanic-DAY Females	3.00	13 26.5%	26 53.1%	8 16.3%	1 2.0%	1 2.0%	88%
-DAY Males	2.71	3 17.7%	6 35.3%	8 47.1%	0 0%	0 0%	33%
Hispanic-EVENING Females	2.91	10 23.3%	22 51.2%	9 21.0%	1 2.3%	1 2.3%	78%
-EVENING Males	2.88	8 32.0%	9 36.0%	5 20.0%	3 12.0%	0 0%	57%
White-DAY Females	2.99	178 23.9%	406 54.6%	142 19.1%	13 1.8%	5 .7%	70%
-DAY Males	2.84	78 21.6%	171 47.4%	95 26.3%	10 2.8%	7 1.9%	41%
White-EVENING Females	3.04	303 24.6%	696 56.5%	216 17.5%	12 1.0%	5 .4%	63%
-EVENING Males	3.01	144 27.1%	267 50.2%	110 20.7%	5 .9%	6 1.1%	34%
ALL-DAY Females	2.91	276 22.8%	614 50.8%	270 22.3%	31 2.6%	18 1.5%	72%
-DAY Males	2.78	123 20.3%	272 44.8%	179 29.5%	20 3.3%	13 2.1%	46%
ALL-EVENING Females	2.99	349 23.1%	834 55.1%	300 19.8%	20 1.3%	10 .7%	65%
-EVENING Males	2.98	181 27.5%	319 48.5%	136 20.7%	10 1.5%	12 1.8%	37%

3. Females rated their opportunities and access highly in both 1986 and 1987:

	1986	1987
Day - Excellent or Good	68.9%	73.6%
- Poor or Terrible	4.3%	4.1%
Evening - Excellent or Good	77.6%	78.2%
- Poor or Terrible	2.0%	2.0%

4. White females rated opportunities for women the highest with about 98% of Day and Evening students indicating a rating of OK, Good, or Excellent in both 1986 and 1987.

5. Although a majority of minority students (more than 90%) rated opportunities and access for women OK, Good, or Excellent, their ratings were generally lower than white students in both 1986 and 1987.

These responses of Day and Evening students to the question "The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ..." are shown in Table 9.

1. Evening students generally rated opportunities and access for minorities higher than Day students:

	Mean		Percent	
	1986	1987	1986	1987
Day - OK, Good, or Excellent	2.77	2.79	91.7%	92.8%
Eve - OK, Good, or Excellent	2.96	2.96	95.8%	96.0%

Ratings increased slightly from 1986 to 1987.

2. A majority of white Day and Evening students responded either "of no concern to me" or "I cannot evaluate this." A majority of Evening students (60%) gave these responses because of the large number of white Evening students.

3. Day male students indicated there was less opportunity and access for minorities than female Day students in both 1986 and 1987:

	Male		Female	
	1986	1987	1986	1987
Day - OK, Good, or Excellent	89.9%	91.4%	93.1%	93.8%
Day - Poor or Terrible	10.1%	8.6%	6.9%	6.2%

4. A majority of Day and Evening minority students (about 80%) responded to the question and a majority (more than 90%) responded either OK, Good, or Excellent. There was some increase in ratings from 1986 to 1987. Day minority student ratings were lower than evening students.

TABLE 9

The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
ALL - DAY Students	2.79	403 23.1%	737 42.3%	477 27.4%	78 4.5%	48 2.8%	58%
ALL - EVENING Students	2.96	421 25.5%	824 49.9%	341 20.6%	45 2.7%	21 1.3%	40%
Asian-DAY Females	2.60	4 13.3%	12 40.0%	12 40.0%	2 6.7%	0 0%	79%
-DAY Males	2.91	27 31.0%	26 29.9%	33 37.9%	1 1.2%	0 0%	84%
Asian-EVENING Females	2.86	8 22.2%	17 47.2%	9 25.0%	2 5.6%	0 0%	78%
-EVENING Males	3.00	6 24.0%	13 52.0%	6 24.0%	0 0%	0 0%	63%
AmInd-DAY Females	2.71	6 35.3%	3 17.7%	6 35.3%	1 5.9%	1 5.9%	85%
-DAY Males	2.81	7 33.3%	7 33.3%	5 28.8%	0 0%	2 9.5%	88%
AmInd-EVENING Females	2.70	3 30.0%	3 30.0%	3 30.0%	0 0%	1 10.0%	71%
-EVENING Males	2.63	3 37.5%	3 37.5%	0 0%	0 0%	2 25.0%	50%
Black-DAY Females	2.62	78 20.3%	134 34.9%	134 34.9%	25 6.5%	13 3.4%	78%
-DAY Males	2.62	42 20.4%	81 39.3%	54 26.2%	21 10.2%	8 3.9%	78%
Black-EVENING Females	2.49	21 11.5%	74 40.4%	66 36.1%	17 9.3%	5 2.7%	77%
-EVENING Males	2.88	26 28.0%	41 44.1%	19 20.4%	3 3.2%	4 4.3%	81%

TABLE 9 (Continued)

The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
Hispanic-DAY Females	2.84	10 **20**.4%	23 46.9%	14 28.6%	2 4.1%	0 0%	88%
-DAY Males	2.79	10 **29**.4%	11 32.4%	10 29.4%	2 5.9%	1 2.9%	65%
Hispanic-EVENING Females	2.76	8 **19**.1%	21 50.0%	8 19.1%	5 11.9%	0 0%	76%
-EVENING Males	2.97	10 25.6%	19 48.7%	9 23.1%	1 2.6%	0 0%	89%
White-DAY Females	2.98	130 25.3%	263 51.3%	104 20.3%	10 1.9%	6 1.2%	48%
-DAY Males	2.78	86 22.5%	168 43.9%	101 26.4%	14 3.7%	14 3.7%	44%
White-EVENING Females	3.06	174 26.1%	374 56.1%	105 15.7%	10 1.5%	4 .6%	34%
-EVENING Males	3.02	154 28.9%	254 47.7%	114 21.4%	6 1.1%	5 .9%	34%
ALL-DAY Females	2.81	229 22.9%	438 43.8%	271 27.1%	40 4.0%	22 2.2%	60%
-DAY Males	2.75	174 23.6%	296 40.2%	204 27.7%	38 5.2%	25 3.4%	55%
ALL-EVENING Females	2.92	216 22.9%	490 52.0%	191 20.3%	35 3.7%	10 1.1%	41%
-EVENING Males	3.00	205 29.0%	332 46.9%	150 21.2%	10 1.4%	11 1.6%	40%

5. Black male Day students gave the lowest ratings for opportunity and access for minority students (10.2% gave a Poor or Terrible rating). However, this was an improvement over 1986 when 16.4% of Day black males gave these ratings.

6. A majority (more than 50%) of minority students, in each case, Day/Evening, male or female, gave a rating of Good or Excellent for opportunity and access for minority students.

Handicapped Students

The responses of handicapped students to the question regarding discrimination and opportunity and access of women and minorities are shown in Table 10.

1. Although a majority of handicapped students indicate no discrimination (74.9% Day and 84.7% Evening), a larger percentage of Day handicapped students (25%) indicated experience of discrimination than women or minority students. A factor which cannot be evaluated in this survey is the relation of the type and severity of handicap and feelings of discrimination.

2. Ratings of handicapped students of opportunity and access for women and minorities were similar to those of other Day and Evening students.

Treatment by Faculty and Staff

Responses to the two questions on the 1987 questionnaire relating to faculty and staff treatment are shown in Table 11. The responses to these questions are consistent with results of the last ten years of Student Surveys. Faculty treatment has been rated number 1 or 2 by Day and Evening students and all ethnic groups for ten years. Staff treatment has been in the top ten rated items over the last ten years and is also in 1987. The ratings improved from 1986 to 1987.

A summary of 1987 responses to the two questions as shown in Table 11 are as follows:

1. Evening students rate faculty and staff treatment higher than Day students in all cases (89.4% of Evening and 79.5% of Day students rated faculty treatment Excellent or Good; 77.1% of Evening and 64.0% of Day students rated staff treatment Excellent or Good).

2. Although Day students rated faculty and staff treatment lower than Evening students, only 3.5% and 7.5% of students rated such treatment as Poor or Terrible by faculty and staff respectively. Positive ratings increased and negative decreased from 1986 to 1987.

3. Although minority students rated treatment by faculty and staff well, their ratings are lower than white students. However, a majority of minorities Day and Evening rated faculty treatment (more than 70% Excellent or Good) and staff treatment (more than 60% Excellent or Good) highly. Faculty and staff treatment ratings by minorities improved from 1986 to 1987 (particularly by Day students) and in all cases, Day or Evening, the Poor or Terrible ratings were less than 8%.

TABLE 10
RESPONSES OF HANDICAPPED STUDENTS

Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

		Yes	No	Unknown
DAY	N=183	**45** **24.6%**	**137** **74.9%**	1 .6%
EVENING	N=183	26 **14.2%**	**155** **84.7%**	2 1.1%

The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
DAY	2.73	32 26.9%	44 37.0%	28 23.5%	9 7.6%	6 5.0%	65%
EVENING	2.79	30 30.0%	33 33.0%	29 29.0%	2 2.0%	6 6.0%	55%

The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
DAY	2.62	31 27.9%	32 28.8%	31 27.9%	9 8.1%	8 7.2%	61%
EVENING	2.73	22 25.9%	33 38.8%	21 24.7%	3 3.5%	6 7.1%	46%

TABLE 11

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ... (Faculty Treatment)

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ... (Staff Treatment)

		Mean	Excellent	Good	OK	Poor	Terrible	Response %
ALL DAY STUDENTS	-Faculty Treatment	3.13	1,126 38.1%	1,223 41.4%	502 17.0%	68 2.3%	36 1.2%	98%
	-Staff Treatment	2.76	613 22.0%	1,169 42.0%	794 28.5%	137 4.9%	71 2.6%	92%
ALL EVENING STUDENTS	-Faculty Treatment	3.37	2,004 50.0%	1,582 39.4%	348 8.7%	61 1.5%	21 .5%	98%
	-Staff -Treatment	3.01	1,012 29.8%	1,606 47.3%	623 18.3%	110 3.2%	47 1.4%	83%
Asian-Faculty-DAY		2.95	45 33.8%	45 33.8%	38 28.6%	2 1.5%	3 2.3%	94%
-Faculty-EVE		3.10	27 33.8%	34 42.5%	19 23.8%	0 0%	0 0%	92%
Asian-Staff-DAY		2.61	24 18.9%	42 33.1%	52 40.9	6 4.7%	3 2.4%	89%
-Staff-EVE		2.88	17 22.7%	37 49.3%	17 22.7%	3 4.0%	1 1.3%	86%
AmInd-Faculty-DAY		3.02	16 36.4%	16 36.4%	10 22.7%	1 2.3%	1 2.3%	98%
-Faculty-EVE		3.25	14 50.0%	8 28.6%	5 17.9%	1 3.6%	0 0%	93%
AmInd-Staff-DAY		2.90	9 22.5%	18 45.0%	13 32.5%	0 0%	0 0%	89%
-Staff-EVE		2.74	8 34.8%	5 21.7%	8 34.8%	0 0%	2 8.7%	77%
Black-Faculty-DAY		3.10	287 38.8%	285 38.5%	131 17.7%	28 3.8%	9 1.2%	97%
-Faculty-EVE		3.04	119 35.0%	143 42.1%	56 16.5%	17 5.0%	5 1.5%	96%
Black-Staff-DAY		2.82	174 24.8%	285 40.7%	198 28.3%	33 4.7%	11 1.6%	92%
-Staff-EVE		2.85	83 26.4%	128 40.6%	83 26.4%	15 4.8%	6 1.9%	88%

TABLE 11 (Continued)

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ... (Faculty Treatment)

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ... (Staff Treatment)

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
Hispanic-Faculty-DAY	3.00	35 33.0%	43 40.6%	23 21.7%	3 2.8%	2 1.9%	97%
-Faculty-EVE	3.38	53 54.1%	35 35.7%	6 6.1%	2 2.0%	2 2.0%	98%
Hispanic-Staff-DAY	2.73	16 16.2%	49 49.5%	28 28.3%	3 3.0%	3 3.0%	91%
-Staff-EVE	3.08	28 30.1%	47 50.5%	15 16.1%	3 3.2%	0 0%	93%
White-Faculty-DAY	3.16	738 38.6%	823 43.0%	299 15.6%	33 1.7%	20 1.1%	99%
-Faculty-EVE	3.40	1,770 51.5	1,353 39.4%	258 7.5%	41 1.2%	14 .4%	98%
White-Staff-DAY	2.74	385 21.4%	767 42.7%	497 27.6%	95 5.3%	54 3.0%	93%
-Staff-EVE	3.03	864 30.2%	1,378 48.2%	495 17.3%	87 3.0%	38 1.3%	82%

APPENDIX A

MATC STUDENT SURVEY QUESTIONNAIRE

DAY SCHOOL

DIRECTIONS.--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (regular lead pencil). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted improperly when the sheet is machine tabulated.

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18
   B. 18-19
   C. 20-24
   D. 25-29
   E. 30-34
   F. 35-39
   G. 40-44
   H. 45-54
   I. 55-64
   J. 65 or over

3. What is your present marital status?

   A. Never married
   B. Married
   C. Divorced
   D. Separated
   E. Widowed

4. How many dependent children do you have living with you?

   A. 0
   B. 1
   C. 2
   D. 3
   E. 4
   F. 5
   G. 6
   H. 7
   I. 8 or more

5. Would you use child care services if it were available at or near the campus you attend (fees based upon costs)?

   A. Yes B. No

6. What is your annual family income?

   A. Under $5,000
   B. $5,000-$9,999
   C. $10,000-$14,999
   D. $15,000-$19,999
   E. $20,000-$24,999
   F. $25,000-$29,999
   G. $30,000-$34,999
   H. $35,000-$39,999
   I. $40,000-$44,999
   J. $45,000 or above

7. To which ethnic group do you belong?

   A. Asian
   B. American Indian
   C. Black
   D. Hispanic
   E. White

8. Which language do you usually speak at home?

   A. English
   B. Spanish
   C. Laotian
   D. Hmong
   E. Vietnamese
   F. Other Asian Languages
   G. Other European Languages
   H. African Languages

9. How many hours per week are you employed?

   A. 0, not employed
   B. less than 5
   C. 5-9
   D. 10-14
   E. 15-19
   F. 20-24
   G. 25-29
   H. 30-34
   I. 35-40
   J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

    A. Yes B. No

11. Do you consider yourself to be physically handicapped?

    A. Yes B. No

12. Which of the following best describes your reason for attending MATC?

    A. Location
    B. Time
    C. Cost
    D. Reputation
    E. Course
    F. Program

13. Are you receiving financial aid?

    A. Yes B. No

14. Which of the following best describes how you most often get to MATC?

    A. Drive an automobile
    B. Car pool
    C. Passenger in an automobile
    D. Motorcycle or motorbike
    E. Bicycle
    F. Bus
    G. Taxi
    H. Walk
    I. Other

15. Which of the following BEST describes your highest level of formal education?

    A. Less than eighth grade diploma
    B. Eighth grade diploma but less than a high school diploma
    C. High school diploma or GED equivalency
    D. Vocational Diploma or Certificate
    E. 1 to 30 college credits
    F. 31 to 60 college credits
    G. More than 61 college credits but no degree
    H. Associate Degree
    I. Bachelor's Degree
    J. Graduate Degree

16. Which one of the following MOST influenced you to attend MATC?

    A. High school teacher
    B. High school counselor
    C. MATC representative at your high school
    D. Social agency counselor
    E. Parent or other relative
    F. Employer
    G. Current or former MATC student
    H. Radio, TV, billboard, or newspaper publicity
    I. Class schedule or other material mailed to you
    J. MATC Mobile Information Center at a public event

17. Which of the following BEST describes your major objective for taking courses at MATC?

    A. Acquire basic general education skills
    B. Earn a high school diploma
    C. Prepare for the GED exam
    D. Earn a vocational Certificate or Diploma
    E. Earn an Associate Degree
    F. Earn credits for transfer to a 4-year college
    G. Improve present job skills
    H. Acquire skills for a new job
    I. Fulfill the requirements for an apprenticeship
    J. Personal fulfillment or enjoyment

18. Which of the following BEST describes the class you are now in?

    A. Adult High School
    B. Apprentice
    C. Associate Degree
    D. High School Contract
    E. Vocational (300 or 400 course)
    F. Avocational (600 course)
    G. Adult (300 or 400 course in General Education)
    H. JTPA

19. In which Instructional Division is your major area of study?

    A. Agribusiness
    B. Business
    C. General Education
    D. Graphic & Applied Arts
    E. Health Occupations
    F. Home Economics
    G. Industrial
    H. Service Occupations
    I. Technical
    J. Television

20. Which of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 4 credits; Others - 24 or more hours).
    B. At least half-time (Associate Degree - 6-11 credits; Adult High School - 2 or 3 credits; Others - 12 to 23 class hours per week).
    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 class hours per week).

(over)

FOR ITEMS 21 THROUGH 53, SELECT FROM THE CHOICES BELOW THE RESPONSE WHICH BEST COMPLETES THE STATEMENT. IF YOU HAVE NOT UTILIZED THE SERVICE OR FACILITY DESCRIBED AND YOU ARE THEREFORE UNFAMILIAR WITH IT, PLEASE SELECT CHOICE G - I CANNOT EVALUATE THIS.

CHOICES

A. Excellent
B. Good
C. OK
D. Poor
E. Terrible
F. Of no concern to me
G. I cannot evaluate this

21. In terms of meeting my needs, the courses I have taken at MATC have been ...

22. The quality of teaching I have received at MATC has been ...

23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are ...

24. The instructional equipment (tools, machines, instruments, etc.) at MATC is ...

25. The availability and willingness of instructors to help students outside of class are ...

26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...

27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ...

28. Security against theft, assault, etc., at MATC facilities is ...

29. Services and facilities for the handicapped at MATC are ...

30. The availability of parking at or near MATC is ...

31. Public transportation services to MATC's facilities are ...

32. The availability of child day care at or near this MATC campus is ...

33. The services provided by the library at MATC are ...

34. The registration procedures at MATC are ...

35. The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...

36. The financial aid services (assistance in obtaining grants, loans, work-study jobs, etc.) at MATC are ...

37. The services provided by the Bookstore at MATC are ...

38. Tutoring services at MATC are ...

39. The job placement services at MATC are ...

40. Veterans' services at MATC are ...

41. The student health services offered at MATC are ...

42. The maintenance and cleanliness of MATC's facilities are ...

43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are ...

44. The Student Senate's services and benefits to the student body are ...

45. The student lounge facilities (Student Center, activity rooms) at MATC are ...

46. The recreation facilities (gym, pool, outdoor facilities) at MATC are ...

47. The food services offered at MATC are ...

48. The athletic activities (both intramural and intercollegiate) at MATC are ...

49. The student programs (lectures, films, and campus orientations, etc.) at MATC are ...

50. The student newspaper, The Times, is ...

51. The services that MATC provides to aid students in obtaining housing are ...

52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

MATC STUDENT SURVEY QUESTIONNAIRE

EVENING SCHOOL

DIRECTIONS.--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (regular lead pencil). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted improperly when the sheet is machine tabulated.

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18
   B. 18-19
   C. 20-24
   D. 25-29
   E. 30-34
   F. 35-39
   G. 40-44
   H. 45-54
   I. 55-64
   J. 65 or over

3. What is your present marital status?

   A. Never married
   B. Married
   C. Divorced
   D. Separated
   E. Widowed

4. How many dependent children do you have living with you?

   A. 0
   B. 1
   C. 2
   D. 3
   E. 4
   F. 5
   G. 6
   H. 7
   I. 8 or more

5. Would you use child care services if it were available at or near the campus you attend (fees based upon costs)?

   A. Yes B. No

6. What is your annual family income?

   A. Under $5,000
   B. $5,000-$9,999
   C. $10,000-$14,999
   D. $15,000-$19,999
   E. $20,000-$24,999
   F. $25,000-$29,999
   G. $30,000-$34,999
   H. $35,000-$39,999
   I. $40,000-$44,999
   J. $45,000 or above

7. To which ethnic group do you belong?

   A. Asian
   B. American Indian
   C. Black
   D. Hispanic
   E. White

8. Which language do you usually speak at home?

   A. English
   B. Spanish
   C. Laotian
   D. Hmong
   E. Vietnamese
   F. Other Asian Languages
   G. Other European Languages
   H. African Languages

9. How many hours per week are you employed?

   A. 0, not employed
   B. Less than 5
   C. 5-9
   D. 10-14
   E. 15-19
   F. 20-24
   G. 25-29
   H. 30-34
   I. 35-40
   J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

    A. Yes B. No

11. Do you consider yourself to be physically handicapped?

    A. Yes B. No

12. Which of the following best describes your reason for attending MATC?

    A. Location
    B. Time
    C. Cost
    D. Reputation
    E. Course
    F. Program

13. Are you receiving financial aid?

    A. Yes B. No

14. Which of the following best describes how you most often get to MATC?

    A. Drive an automobile
    B. Car pool
    C. Passenger in an automobile
    D. Motorcycle or motorbike
    E. Bicycle
    F. Bus
    G. Taxi
    H. Walk
    I. Other

15. Which of the following BEST describes your highest level of formal education?

    A. Less than eighth grade diploma
    B. Eighth grade diploma but less than a high school diploma
    C. High school diploma or GED equivalency
    D. Vocational Diploma or Certificate
    E. 1 to 30 college credits
    F. 31 to 60 college credits
    G. More than 61 college credits but no degree
    H. Associate Degree
    I. Bachelor's Degree
    J. Graduate Degree

16. Which one of the following MOST influenced you to attend MATC?

    A. High school teacher
    B. High school counselor
    C. MATC representative at your high school
    D. Social agency counselor
    E. Parent or other relative
    F. Employer
    G. Current or former MATC student
    H. Radio, TV, billboard, or newspaper publicity
    I. Class schedule or other material mailed to you
    J. MATC Mobile Information Center at a public event

17. Which of the following BEST describes your major objective for taking courses at MATC?

    A. Acquire basic general education skills
    B. Earn a high school diploma
    C. Prepare for the GED exam
    D. Earn a vocational Certificate or Diploma
    E. Earn an Associate Degree
    F. Earn credits for transfer to a 4-year college
    G. Improve present job skills
    H. Acquire skills for a new job
    I. Fulfill the requirements for an apprenticeship
    J. Personal fulfillment or enjoyment

18. Which of the following BEST describes the class you are now in?

    A. Adult High School
    B. Apprentice
    C. Associate Degree
    D. High School Contract
    E. Vocational (300 or 400 course)
    F. Avocational (600 course)
    G. Adult (300 or 400 course in General Education)
    H. JTPA

19. In which Instructional Division is your major area of study?

    A. Agribusiness
    B. Business
    C. General Education
    D. Graphic & Applied Arts
    E. Health Occupations
    F. Home Economics
    G. Industrial
    H. Service Occupations
    I. Technical
    J. Television

20. Which of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 4 credits; Others - 24 or more hours).
    B. At least half-time (Associate Degree - 6-11 credits; Adult High School - 2 or 3 credits; Others - 12 to 23 class hours per week).
    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 class hours per week).

(over)

FOR ITEMS 21 THROUGH 35, SELECT FROM THE CHOICES BELOW THE RESPONSE WHICH BEST COMPLETES THE STATEMENT. IF YOU HAVE NOT UTILIZED THE SERVICE OR FACILITY DESCRIBED AND YOU ARE THEREFORE UNFAMILIAR WITH IT, PLEASE SELECT CHOICE G - I CANNOT EVALUATE THIS.

CHOICES

A. Excellent
B. Good
C. OK
D. Poor
E. Terrible
F. Of no concern to me
G. I cannot evaluate this

21. In terms of meeting my needs, the courses I have taken at MATC have been ...

22. The quality of teaching I have received at MATC has been ...

23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are ...

24. The instructional equipment (tools, machines, instruments, etc.) at MATC is ...

25. The availability and willingness of instructors to help students outside of class are ...

26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...

27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ...

28. Services and facilities for the handicapped at MATC are ...

29. The availability of parking at or near MATC is ...

30. Public transportation services to MATC's facilities are ...

31. The registration procedures at MATC are ...

32. The services provided by the Bookstore at MATC are ...

33. The food services offered at MATC are ...

34. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

35. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ....

MATC STUDENT SURVEY QUESTIONNAIRE

WEEKEND COLLEGE

DIRECTIONS.--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (regular lead pencil). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted improperly when the sheet is machine tabulated.

1. What is your sex?

A. Male B. Female

2. What is your age?

A. Under 18
B. 18-19
C. 20-24
D. 25-29
E. 30-34
F. 35-39
G. 40-44
H. 45-54
I. 55-64
J. 65 or over

3. What is your present marital status?

A. Never married
B. Married
C. Divorced
D. Separated
E. Widowed

4. How many dependent children do you have living with you?

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8 or more

5. Would you use child care services if it were available at or near the campus you attend (fees based upon costs)?

A. Yes B. No

6. What is your annual family income?

A. Under $5,000
B. $5,000-$9,999
C. $10,000-$14,999
D. $15,000-$19,999
E. $20,000-$24,999
F. $25,000-$29,999
G. $30,000-$34,999
H. $35,000-$39,999
I. $40,000-$44,999
J. $45,000 or above

7. To which ethnic group do you belong?

A. Asian
B. American Indian
C. Black
D. Hispanic
E. White

8. Which language do you usually speak at home?

A. English
B. Spanish
C. Laotian
D. Hmong
E. Vietnamese
F. Other Asian Languages
G. Other European Languages
H. African Languages

9. How many hours per week are you employed?

A. 0, not employed
B. less than 5
C. 5-9
D. 10-14
E. 15-19
F. 20-24
G. 25-29
H. 30-34
I. 35-40
J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

A. Yes B. No

11. Do you consider yourself to be physically handicapped?

A. Yes B. No

12. Which of the following best describes your reason for attending MATC?

A. Location
B. Time
C. Cost
D. Reputation
E. Course
F. Program

13. Are you receiving financial aid?

A. Yes B. No

14. Which of the following best describes how you most often get to MATC?

A. Drive an automobile
B. Car pool
C. Passenger in an automobile
D. Motorcycle or motorbike
E. Bicycle
F. Bus
G. Taxi
H. Walk
I. Other

15. Which of the following BEST describes your highest level of formal education?

A. Less than eighth grade diploma
B. Eighth grade diploma but less than a high school diploma
C. High school diploma or GED equivalency
D. Vocational Diploma or Certificate
E. 1 to 30 college credits
F. 31 to 60 college credits
G. More than 61 college credits but no degree
H. Associate Degree
I. Bachelor's Degree
J. Graduate Degree

16. Which one of the following MOST influenced you to attend MATC?

A. High school teacher
B. High school counselor
C. MATC representative at your high school
D. Social agency counselor
E. Parent or other relative
F. Employer
G. Current or former MATC student
H. Radio, TV, billboard, or newspaper publicity
I. Class schedule or other material mailed to you
J. MATC Mobile Information Center at a public event

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F. Home Economics
G. Industrial
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I. Technical
J. Television

20. Would you attend MATC if weekend classes were not offered?

A. Yes B. No

(over)

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ERIC Clearinghouse for Junior Colleges AUG 28 1987